

Mount St. Mary's College



Catalog 2012-2014 with supplement information

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Mount St. Mary's College

Catalog 2012-2014

This catalog is published to aid the student in making decisions leading to the accomplishment of academic goals. Each student is responsible for becoming acquainted with academic requirements. The rules and regulations stated herein are for information only and in no way constitute a contract between the student and Mount St. Mary's College. The College reserves the right to make program changes, policy revisions, and fee adjustments at any time and without prior notice. Every effort has been made to ensure the accuracy of the information contained in this catalog. The student should consult the appropriate departments, offices or the published Schedule of Classes for current information.

Accreditation Agencies

Chartered by the State of California in 1925, Mount St. Mary's College is accredited by:

The Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, 985 Atlantic Ave., Suite 100, Alameda, California, 94501, (510)748-9001

California Commission on Teacher Credentialing

The Commission on Collegiate Nursing Education (CCNE)

Commission on Accreditation in Physical Therapy Education (CAPTE)

Information regarding these accreditation agencies is located in the

Office of the President, 12001 Chalon Road, Los Angeles, California, 90049

Policy of Zero Tolerance for Harassment, Discrimination and Retaliation

Mount St. Mary's College does not discriminate in the administration of its admission policies, scholarship and loan programs, educational programs or in its employment opportunity. The College is committed to providing an environment that is free from harassment, discrimination and retaliation on the basis of sex, sexual orientation or preference, gender, gender identity, race, color, religion, national origin, creed, citizenship status, ancestry, age, marital status, pregnancy, childbirth or related medical conditions, medical conditions including genetic characteristics, mental or physical disability, veteran status, or any other characteristic protected by federal, state or local law, ordinance or regulation.

Unlawful Harassment Defined

Unlawful harassment includes all forms of unwelcome verbal, physical and visual conduct and displays that are based on any of the above mentioned protected characteristics and which interfere with performance and/or create an offensive or hostile environment. Whether conduct constitutes unlawful harassment is determined based upon the manner in which the conduct or comments are perceived; not the manner in which they are intended. Harassment can take many forms. Following are some examples that may constitute harassment:

(a) Verbal harassment such as

jokes, epithets, slurs and unwelcome remarks about an individual's body, dress, clothing, race, physical appearance or abilities, derogatory comments, discussions of a sexual nature and/or harassing remarks;

(b) Physical harassment such as physical interference with normal activity, impeding or blocking movement, assault, unwelcome physical contact or touching, staring at a person's body, and threatening, intimidating or hostile acts that relate to a protected characteristic; and

(c) Visual harassment such as offensive or obscene e-mails, instant messaging, web blogs, photographs, calendars, posters, cards, cartoons, drawings and gestures, displays with sexually suggestive or lewd objects, unwelcome letters or notes or any other graphic material that denigrates or shows hostility or aversion toward an individual because of the individual's protected characteristics.

Unlawful Discrimination Defined

Unlawful discrimination occurs when an individual's protected characteristic is used as a basis for adverse decisions affecting that individual. Following are some examples that may constitute discrimination: terminating an individual's employment, refusing a request for time off, denying housing or other benefits, or assigning an undeserved low grade based on an individual's protected characteristic.

Sexual Harassment & Discrimination Defined

Sexual harassment occurs when unwelcome sexual conduct unreasonably interferes with an

individual's performance or creates an intimidating, hostile or offensive environment, even if it does not lead to tangible or economic consequences. Sexual harassment includes verbal harassment, physical harassment, visual harassment and unwanted sexual advances. Sexual discrimination occurs when submission to or rejection of unwelcome sexual conduct by an individual is used as a basis for any decisions affecting that individual. Examples include threats and demands to submit to sexual requests, or offers of benefits in return for sexual favors. Sexual harassment and discrimination may involve harassment of women by men, men by women and gender-based harassment of individuals of the same sex as the harasser.

Zero Tolerance

The College strictly prohibits all forms of unlawful harassment, discrimination or retaliation in any form. Anyone who violates this policy of zero tolerance is subject to appropriate disciplinary action, up to and including immediate termination or dismissal.

Complaint/Reporting Responsibility

It is the responsibility of each individual to assure that prohibited harassment, discrimination or retaliation does not occur within the College community. If anyone believes that he/she is being harassed, discriminated or retaliated against, that individual shall immediately report the facts of the incident(s) and the name(s) of the party(s) involved to one of the following College grievance officers: Human Resources Director; Provost and Academic Vice President; Vice President, Student Affairs; Associate

Vice President, Student Affairs; Dean, Baccalaureate Program; Dean, Associate in Arts Program; Dean, Graduate Division; President, Faculty Assembly; College Chaplain; Director, Campus Ministry. The reporting individual is strongly encouraged to put the report in writing.

Investigations

Reported incidents of harassment, discrimination or retaliation will immediately be investigated by the grievance officer or their designee and investigations will be conducted in a discreet manner. Information obtained from the investigation will be disclosed only on a need to know basis. At the conclusion of the investigation, the College will determine whether unlawful harassment, discrimination or retaliation has occurred and will communicate its findings to the accused, the complainant, and, when appropriate, other persons who are directly concerned.

Any member of the College community who is determined to have violated this policy of zero tolerance will be subject to appropriate discipline, up to and including immediate termination or dismissal. Steps will be taken as necessary to prevent any further harassment, discrimination or retaliation.

Any affected individual should immediately report any incident of unlawful harassment, discrimination or retaliation to the College so that all complaints can be quickly and fairly resolved. Affected employees also may direct complaints to the federal Equal Employment Opportunity Commission ("EEOC") (1-800-669-4000) and/or the California

Department of Fair Employment and Housing ("DFEH") (1-800-884-1684). Affected students may direct complaints to the U.S. Department of Education Office for Civil Rights (1-415-486-5555).

No Retaliation

The College takes all complaints of harassment, discrimination and retaliation seriously and wants the opportunity to internally resolve any problems that may arise. No individual will be retaliated against or otherwise disciplined for reporting in good faith an incident of harassment, discrimination or retaliation or for participating in an investigation. The reporting individual and all parties participating in an investigation have the assurance of the College that no reprisals will be taken as the result of the complaint, unless the complaint was filed in bad faith or for an improper purpose. If any individual feels he/she has been retaliated against, he/she should immediately report the retaliatory conduct.

Disability Policy

Mount St. Mary's College, in compliance with state and federal laws and regulations including the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), does not discriminate on the basis of disability and provides reasonable accommodations to individuals with disabilities in the administration of its education-related programs and activities. We have an institutional commitment to provide equal educational opportunities for students with disabilities who are

otherwise qualified. Mount St. Mary's ADA/Section 504 Grievance Procedure is located in the Student Handbook and copies can be obtained upon request in the Campus Learning Centers or the Offices of Student Affairs. The policy may also be viewed on the college web site at www.msmc.la.edu/disabilityservices.

Privacy Policy

Mount St. Mary's College complies with the provisions of the Family Educational Rights and Privacy Act of 1974.

Academic Calendar

2012-2013 Academic Year

Fall Semester, 2012

Chalon Orientation	June 29 - 30
Doheny Orientation	July 20 - 21
Transfer Orientation	August 3
Graduate Orientation	August 18
Fall Semester begins	August 20
Labor Day Holiday	September 3
Mid-Semester Break	October 11 - 12
Thanksgiving Holiday	Nov. 22 - 23
Finals	Dec. 3 - 9

Spring Semester, 2013

Chalon Orientation	January 7
Doheny Orientation	January 7
Graduate Orientation	January 5
Spring Semester begins	January 7
Presidents Day Holiday	February 18
Spring Break	March 4 - March 8
Good Friday, no classes	March 29
Easter Monday	April 1
(Academic Holiday)	
Finals	April 29 - May 2
Graduation	May 6

2013-2014 Academic Year

Fall Semester, 2013

Chalon Orientation	June 29-30
Doheny Orientation	July 20-21
Transfer Orientation	TBA
Graduate Orientation	TBA
Fall Semester begins	August 26
Labor Day Holiday	September 2
Mid-Semester Break	October 17-18
Thanksgiving Holiday	Nov. 28-29
Finals	Dec. 9-12

Spring Semester, 2014

Chalon Orientation	TBA
Doheny Orientation	TBA
Graduate Orientation	TBA
Spring Semester begins	January 13
Presidents Day Holiday	February 17
Spring Break	March 10-14

Good Friday, no classes	April 18
Easter Monday	April 21
(Academic Holiday)	
Finals	May 5-8
Graduation	TBA

Summer Session Calendars

Consult the Registrar's Office or the specific program office for more information regarding the summer calendars for the Weekend College, A.D.N., Accelerated Nursing, and Graduate programs offered during summer sessions.

The College

History of Mount St. Mary's College

Mount St. Mary's College offers a Catholic liberal arts education in a variety of undergraduate fields of study, as well as innovative graduate programs for professional men and women on two historic Los Angeles campuses.

Founded in 1925 by the Sisters of St. Joseph of Carondelet, the original campus was located at St. Mary's Academy, at Slauson and Crenshaw Boulevards in Los Angeles. Property was purchased in the Santa Monica Mountains in 1927 and that site in Brentwood became the Chalon Campus which is home to the College's traditional baccalaureate degree programs.

The Doheny Campus near Downtown Los Angeles, once the historic Doheny estate, opened in 1962. It offers graduate, educational credential, accelerated nursing, baccalaureate weekend college and associate degree programs, many in an evening and weekend format.

Mission Statement

Mount St. Mary's College offers a dynamic learning experience in the liberal arts and sciences to a diverse student body. As a Catholic college primarily for women, we are dedicated to providing a superior education enhanced by an emphasis on building leadership skills and fostering a spirit to serve others. Our measure of success is graduates who are committed to using their knowledge and skills to better themselves, their environments, and the world.

The Religious Commitment

The Catholic commitment of the College manifests itself in many ways. It is found in opportunities for worship. It is found in academic programs where ethical considerations are examined and faith and reason intersect. It is found in the way the College aspires to remarkable service and values each member of the community. It is found on both campuses where beauty and environmental concerns are palpable. Thus, the College embodies convictions supportive of lives of commitment and Christian concern in a secular society.

Student Affairs

The Division of Student Affairs is dedicated to educating and developing students so that they may embrace a life-long commitment to learning and self-reflection and enjoy satisfying and relevant lives of leadership and service. Students on both campuses are invited to participate in a wide variety of religious, social and leadership programs and avail themselves of services in career counseling, on-campus living, fitness, and learning support. Details of these services and activities are contained within the Student Affairs section of the baccalaureate program and the Student Affairs section of the associate program.

The Alumnae Association

The Alumnae Association supports the mission and goals of the College by strengthening the bond of loyalty between the College and its former students. This relationship is maintained by communications, continuing education, social events,

and fundraising.

The Alumnae Association is a member of the Council for Advancement and Support of Education. Its members qualify for membership in the American Association of University Women; the International Federation of Catholic Alumnae; Kappa Gamma Pi, the honor society for outstanding graduates from Catholic colleges; and Delta Epsilon Sigma, honor society for graduates of Catholic universities and colleges.

Undergraduate Degree Programs

MSMC Undergraduate Learning Goals

Our Undergraduate Learning Goals are a unified statement of the outcomes of a Mount St. Mary's College education. This education is guided by the Catholic Intellectual Tradition, which embraces the liberal arts, sciences, and humanities to educate the whole person – mind, body, and spirit. The outcomes represent the College's commitment to helping our students become reflective individuals who use their knowledge, skills, and imagination to serve their communities and our world.

A Mount St. Mary's graduate will demonstrate depth of learning through being **proficient in the content and methods of her/his discipline or field**.

The graduate will demonstrate breadth of learning through mastery of the liberal arts and sciences as appropriate to the degree. In particular, a graduating student will be a(n):

Complex Thinker who applies investigation, critical thinking, and analytic and decision-making skills to identify and solve problems effectively.

Clear communicator who effectively conveys ideas, opinions, and facts in

written and oral form.

Informed and participatory citizen with a commitment to service and an appreciation for the environment in which she/he lives.

Effective Leader and Contributor who takes initiative, functions as a team member, makes sound moral judgments, and works in a global context.

Life-Long Learner who appreciates and is curious about the world in which she/he lives.

Undergraduate Degree Program Descriptions

Associate Degree Program

Through the Associate in Arts Program on the Doheny Campus students have the opportunity to develop academic competencies and enhance their self-development through involvement on and off campus. Faculty and staff offer excellence in their specialized fields and show concern for the individual student.

Courses of study are offered which lead to degrees in Business Administration, Early Childhood Education, Graphic Design, Health and Human Services, Liberal Arts, Media Communication, Nursing, and Pre-Health Sciences.

All students entering the Associate Degree program are required to complete placement tests in reading, writing, and math prior to registering for classes. Four semesters are usually required to complete the AA degree; students with deficiencies in mathematics or English skills may need one or two additional semesters.

This program is designed to prepare students for transfer to a baccalaureate program on the Chalon Campus or another institution or direct entry into a

career after graduation.

Baccalaureate Degree Programs

Mount St. Mary's College offers courses of study leading to the degrees of Bachelor of Arts and Bachelor of Science. Primarily these are offered at the Chalon Campus.

Within the liberal arts tradition, the curriculum provides the student with a broad and liberating background in the arts and sciences, and aims at developing his or her ability to communicate knowledge and to apply appropriate principles and techniques to particular problems. During the junior and senior years, the students pursue deeper study in their major areas of concentration and take related elective courses.

Baccalaureate Weekend College

The Weekend College on the Doheny Campus of Mount St. Mary's College is an innovative approach to learning that provides working adults with the opportunity to earn the Bachelor of Arts degree with majors in Applied Psychology, Liberal Arts, Gerontology, Sociology, English, Religious Studies, and English and Business Administration, and the Bachelor of Science degree with a major in Business Administration, Sociology, Social Work, Film Media and Social Justice, and Criminology. In four years, students can earn their degrees while continuing to fulfill their full-time obligations to their careers and families.

The Weekend College is not an accelerated program. Instead, it is a complete college experience, based on traditional curricula whose content has been organized in new ways and then redistributed so that classes, which would traditionally be spread out evenly over a fifteen-week semester, are concentrated into six intensive weekends. These weekends are non-consecutive and are scheduled in such

a way that there is a space of at least two weeks between each class weekend. Adult students, even if they work full-time during the week and have, in addition, family and personal obligations, are nevertheless able to perform comfortably and successfully if they have developed a reasonable degree of maturity and motivation. Those who take the full-time load of three courses per semester spend the whole day in classes on both Saturday and Sunday on each of the six weekend sessions.

The program is designed for both men and women, part-time or full-time students, and for those who bring with them transfer credits from other colleges as well as students who are just beginning their college education. The same teachers who exemplify Mount St. Mary's academic excellence teach small classes. Students who receive a four-year bachelor's degree from the Weekend College (spend course comparable material hours in the classroom), receive the same outstanding quality of instruction, and are certified as possessing the same high level of knowledge and skills as the graduates of Mount St. Mary's renowned weekday college.

Graduate Degree Programs

Graduate Learning Goals

A Mount St. Mary's graduate student will...

Demonstrate competence in techniques, concepts and knowledge specific to each area of study.

Demonstrate the ability to access, analyze, synthesize and evaluate information effectively.

Demonstrate research skills and methods through the ability to gather, document, investigate, analyze, interpret and evaluate information.

Disseminate and communicate information effectively in oral and written form.

Demonstrate knowledge of the implications of a diverse society to the profession and demonstrate the skills to address the moral and ethical challenges within the profession.*

* For graduate professional programs

Graduate Degree Program Descriptions

Masters Degree Programs/Teacher Credential Programs

Since 1931, the graduate division of Mount St. Mary's College has extended and deepened the work of the undergraduate departments by offering to qualified men and women the opportunity to pursue advanced courses and to obtain professional preparation.

Students may earn the degrees of Master of Arts in Humanities, Master of Arts in Religious Studies, Master of Business Administration, Master of Science in Counseling Psychology, Master of Science in Education, Master

of Science in Nursing and Master of Fine Arts in Cinema.

The graduate division also offers courses and fieldwork experiences that prepare the student for a California Teaching Credential in Elementary Education, Secondary Education, or Special Education (Mild/Moderate Disabilities). These programs may be completed in conjunction with a Master of Science degree in Education. An advanced program in Instructional Leadership is offered for experienced teachers.

Doctoral Degree Program

Doctor in Physical Therapy

The Doctor of Physical Therapy (DPT) degree is an entry level professional program. It is a three-year program requiring full-time study. The curriculum integrates clinical and classroom experiences to maximize development of clinical reasoning skills.

Certificate Programs

Gerontology

Gerontology is the scientific study of aging. The aging processes are studied mainly from the aspects of biology, psychology and sociology, but there are added ethical, religious, and humanistic dimensions as well.

Requirements for the Certificate are listed in the Gerontology section of this catalog.

Library Facilities

The Charles Willard Coe Memorial Library, located on the Chalon Campus, is the principal library of Mount St. Mary's College. Constructed in 1947, the Coe Library houses the majority of print library materials for both campuses and also houses the Instructional Media Center, an Office

of Institutional Technology, administered repository for non-print media, and the hardware necessary to non-print media use. The facility is intended primarily for individual and small group use but also circulates its sound and image collections for use in the classroom. There is a Computer Lab on the 4th floor and a 24 hour computer lab and study room on the 2nd floor.

The J. Thomas McCarthy Library on the Doheny Campus is housed in the Sr. Magdalen Coughlin Learning Complex.

The libraries serving the two campuses currently hold over 130,000 volumes and carry subscriptions to over 800 periodicals. Moreover, the libraries contain over 5500 titles of non-print media material. Print and non-print materials are lent from one library to the other to accommodate the changing curriculum and to meet the needs of faculty and students, who are also permitted to use both collections in person. The libraries hold subscriptions to a number of bibliographic and full-text on-line databases in a wide variety of academic subject areas. Please consult the Libraries' Research Resources WebPages for a list of current subscriptions.

Center for Cultural Fluency

The Center for Cultural Fluency is housed within the J. Thomas McCarthy Library on the Doheny Campus. Established by the Education Department in 1995, the Center provides education students and teachers in Los Angeles with instructional materials for K-12 classrooms that portray the experiences and perspectives of the diverse cultures of Los Angeles. In addition to fiction

and nonfiction books, the instructional materials collection includes videos, audiocassettes, pictures, posters, and software. Through the use of these materials, teachers expand their cultural fluency and provide more inclusive classroom environments and curricula.

Archives

The Archives Office holds college records, both administrative and academic, and other types of evidences, written and pictorial, associated with the history of the College. The Special Collections comprise notable holdings of the works of Cardinal Newman and western writer Frank Spearman. These are complemented by rare books and early editions of the Bible, St. Augustine, missals, theology, lives of the saints, devotional treatises as well as the classics, European and American history and literature. The Archives and Special Collections, located on the first floor of the Coe Library, are open Tuesday through Thursday mornings and by appointment.

Academic Calendar

Mount St. Mary's College operates on a semester calendar with Fall classes beginning in August and ending before Christmas. Spring semester begins in mid January and ends in mid-May. The College offers courses, workshops, and seminars during the summer. A separate schedule of summer offerings is published during the Spring.

Family Education Rights and Privacy Act (FERPA)

In order to safeguard student educational records, Congress passed the Buckley Amendment in 1976. The Buckley Amendment is the basis of the

Family Educational Rights and Privacy Act in which schools are charged with upholding the safety of student information. The primary focus of FERPA is to ensure that a student has reasonable access to his/her educational records and along with this openness must come the assurance of the privacy of the record. All information belongs to the student and cannot be released without written permission. The only exception to this written permission clause pertains to what the institution defines as directory information. Directory information is information the institution may publish and distribute without written consent. Mount St. Mary's College considers the following items directory information:

Name

Address

Phone Number

Class

Major

Campus of Attendance

Degree Program

Degree(s) and Awards Received

Enrollment Status/Dates of Attendance

Students have the right to withhold all information, directory and non-directory, and can do this by filing an Information Hold Request with the Registrar's Office. Requests to withhold information are granted for one semester. See current Student Handbook for more information.

Sexual Harassment

Mount St. Mary's College recognizes and values the inherent human dignity of every individual. MSMC is committed to creating and maintaining a collegial environment which does not allow sexual harassment within or connected to the operation of this institution. Sexual harassment, in all its

forms, will not be tolerated and MSMC is committed to ensuring that all faculty, staff, and students are given a safe and comfortable environment in which to develop and work to their full capacity. MSMC will take all reasonable steps to prevent harassment: to educate members of the college community about the issue; to promptly respond to allegations of harassment; and to discipline those who do not comply with the MSMC policy. Faculty, staff, and students have a legal right to raise the issue of sexual harassment without fear of retaliation. Supervisors shall take every complaint of sexual harassment seriously and all complaints will be appropriately investigated. Procedures for administration of this policy are described in the appropriate section of the Faculty Handbook, the Staff Handbook, and the Student Handbook.

For a complete description of the procedures for administration of the MSMC Sexual Harassment Policy, see the Student Handbook or request a copy of the document from the Office of Student Affairs.

Disability Policy

Mount St. Mary's College, in compliance with the state and federal laws and regulations including the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), does not discriminate on the basis of disability in administration of its education-related programs and activities. We have an institutional commitment to provide equal educational opportunities for students with disabilities who are otherwise qualified. Students who believe they have been subjected to discrimination on the basis of disability, or have been

denied access to services or accommodations required by law, should contact the appropriate campus disability services coordinator for resolution. Mount St. Mary's ADA/Section 504 Grievance Procedure is located in the Student Handbook and copies can be obtained upon request in the Campus Learning Centers or the Offices of Student Affairs. The policy may also be viewed on the college web site at www.msmc.la.edu/disabilityservices.

Technology Policy

This policy encompasses the use of the computer network and non-networked campus computers, e-mail, voice-mail, phone systems, Internet, Intranet, and the World Wide Web.

In support of its mission of preparing students for leadership in society and encouraging them to develop the intellectual competence and receptivity to new ideas necessary for concerned citizenship, the College maintains technology systems that allow students, faculty, administrators, and staff to pursue academic excellence and innovation through technology. The intent of this policy is to set down guidelines for all users of technology at Mount St. Mary's College. This policy will be included in the Student Handbook, the Faculty Handbook, and the Staff Policies and Procedures Handbook. Violations by students will be evaluated by Student Affairs; violations by staff will be evaluated by the department head or Human Resources; and violations by faculty will be evaluated by the Academic Vice President. Cases potentially involving constitutionally protected free speech will be reviewed by the Academic Freedom Committee.

In keeping with the Catholic tradition of the College, all technology users are expected to uphold high ethical standards and adhere to the policy guidelines set out in the policy. Those violating the Technology policy may face penalties that may include restrictions on their use of technology or more severe sanctions, if circumstances warrant. All users of Mount St. Mary's College computer technology must sign a User Agreement which states that they understand and agree to abide by the policy. For a complete document of the policy, please contact the Office of Student Affairs.

Legal Responsibility of the College

The College endeavors to safeguard students in the use of physical facilities, laboratories, and athletic equipment. It is clearly understood that students who use college facilities do so entirely at their own risk. The College has no legal responsibility for injury or other damages suffered by students on or off campus, or in travel to and from such activities, or for any expenses in connection therewith.

The Campuses

The Chalon Campus

The Chalon Campus is an impressive multi-level complex of buildings and gardens on a thousand-foot ridge overlooking the Pacific Ocean, the Getty Center and close to cultural enrichment and recreation. The architecture is white Spanish colonial, with arched walkways connecting many of the buildings. Mary Chapel occupies the central position on campus with wide stone stairways approaching it on two sides.

In the Charles Willard Coe Library, students have free access to library stacks and to special collections of art, music, and literature. The rare book treasury contains, among other rare editions, a fine collection of documents and manuscripts relating to the Oxford Movement and to John Henry Newman. Also housed in the library is the Instructional Media Center.

The Administration Building accommodates the offices of the President, Academic Vice President/Provost, Registrar, Business Office, Admissions, and science classrooms and laboratories.

The five-story Humanities Building contains classrooms, conference rooms, Chief Financial Officer, the Office of Student Financing, the Academic Advisement Center, Campus Ministry, special facilities for the Music Department, faculty, student, and administrative offices, the Learning Center, and the Health Services Center. The Campus Center which comprises nearly the entire first floor of the Humanities Building is used for social and academic functions.

Jose Drudis-Biada Hall, the art

building, contains the fitness studio, art galleries, faculty offices, classrooms, studios, and Human Resources.

The three residence halls, Brady, Carondelet, and Rossiter, provide living accommodations and dining facilities for 400 students. There is also student housing in the Aldworth and Yates Buildings (formerly faculty housing). Students may choose singles, doubles, triples and private rooms. Lounge areas, kitchenettes and laundry facilities are conveniently arranged. The Women's Leadership Office, Commuter Lounge and bookstore are located in Brady Hall.

An outdoor swimming pool, tennis courts, and a fitness center are located at the north end of the campus. A residence for the Sisters of St. Joseph is located north of the swimming pool and tennis courts. Parking is available in various areas on campus and in the parking structure which is located south of the Drudis-Biada Hall.

The Doheny Campus

The College expanded to a second campus in 1962. The Doheny Campus at Chester Place, near the intersection of the Harbor and Santa Monica Freeways, is located on property formerly owned by Edward L. Doheny and his wife, the Countess Estelle Doheny for whom the campus has been named. The two city blocks of Victorian residences in their setting of exotic trees and flowers have been converted to educational purposes. The Doheny Campus extends the educational opportunities which Mount St. Mary's College offers.

The northern part of the campus has been designated as the **faculty area**. Two of the Victorian residences, Buildings 1 and 2, have been converted

to house most of the faculty offices, the office of the Weekend College, the Spiritual Development Program and the AA Dean. The Education Department is in Building 20 and the Psychology Department in Building 1.

The **classroom and learning area** of the campus is contained mainly in four buildings. Built in 1965 and renovated in 2006, the Ahmanson/Weingart Hall (Building 4) is a classroom building containing The Rose Hills Auditorium, smart technology classrooms, and science laboratories. In 1996 the Sr. Magdalen Coughlin Learning Complex was built (Buildings 3, 5, and 6) which house the McCarthy Library, the Cultural Fluency Center, the Learning Resource Center, a computer lab, student health center, nursing and physical therapy labs, and classrooms.

The **student activities and affairs** sector of the campus is contained in three buildings. The Carriage House for the Mansion (Building 8.5) has been renovated to contain the fitness center with access to the pool and tennis courts, the commuter lounge, and the physical plant offices. Building 7 contains the offices for Campus Ministry, Student Activities, ISAE, and Student Affairs. The second floor of Building 11 contains the offices of Women's Leadership and Career Services.

Two of the Victorian homes house most of the **Administrative Support Services**. Building 10 contains the office for the Graduate Dean, the Graduate Transition Center, Graduate Admissions and the Office of Institutional Planning and Research. The historic Doheny mansion (Building 8) houses Institutional Advancement, Public Relations, and Alumnae Relations Offices. Building

10.5 houses a mail room, copy center, and art classroom.

745 W. Adams contains student service offices including Admissions, the Registrar's Office, Student Financing, the Advisement Center, Business Office and Information Technology.

The **residential sector** of the campus is contained mainly in two buildings. In 1984, McIntyre Hall was built and contains student housing, the Donohue Conference Center and Our Lady of Mercy Chapel. In 2007, Hannon Hall was built and contains student housing and the residence life offices. Building 20 houses some student residents. Ahmanson Commons (Building 11) houses the Bon Appetit food service and dining areas.

Parking areas are on the Chester Place Mall, in campus lots, and in the Ken Skinner Parking Pavilion.

Building 17 houses the Child Development Center and the W. M. Keck Toddler Center, state-funded child care centers for young children. These centers serve students of diverse ethnic, linguistic, and social backgrounds from the surrounding area. Students in the Early Childhood and other programs fulfill assignments in child observation and participation at the Centers. Da Camera and faculty offices are also housed in this building.

General Information

ADMISSION/FINANCIAL AID/TUITION AND FEES

Admission

Admission to the Undergraduate Degree Programs

Admission to the Associate in Arts Degree Program

The Associate in Arts Degree Program at Mount St. Mary's College is offered on the Doheny Campus. Students may seek a traditional Associate in Arts (A.A.) degree or a specialized A.A. degree in a professional program. The Associate in Arts Degree Program is only open to women while the specialized programs for Adults in Nursing (A.D. N) is open to both men and women.

The Nursing Program specialization within the Associate Degree program has specific requirements for admission. Please refer to the appropriate section of the catalog for these requirements. In all cases students must be admitted to Mount St. Mary's College prior to admission to any specialized program. A student may be admitted to the associate degree program and begin to take the prerequisites required for this specialization.

Candidates for admission to the Associate Degree Program are evaluated on the basis of their high school coursework and record (or either GED or High School Proficiency Exam), other college coursework and record (for transfers), test scores, academic reference, and the essay. Interviews are strongly recommended

for serious candidates. A profile of the academic qualifications of the most recent entering class is available from the Admissions Office. The requirements and procedures are detailed in the next section of this catalog.

Admission to the Traditional Baccalaureate Degree Programs

The Bachelor of Arts and the Bachelor of Science degree programs are offered on the Chalon campus. All undergraduate majors are open to women; men may be admitted only to the Music and Nursing programs. Transfer students interested in the nursing program must meet additional requirements for admission to that program. Please see the appropriate section of this catalog for those requirements.

Candidates for admission to the Baccalaureate programs are evaluated on the basis of their high school coursework and record (or either GED or High School Proficiency Exam), other college coursework and record (for transfers), test scores, academic reference, and the essay. Interviews are strongly recommended for serious candidates. A profile of the academic qualifications of the most recent entering class is available from the Admissions Office. The requirements and procedures are detailed in the next section of this catalog.

Undergraduate Admission Procedures

All documents should be sent to the Admissions Office, Mount St. Mary's College, 12001 Chalon Road, Los Angeles, CA 90049.

Freshman Admission Procedures to the Associate or Baccalaureate Degree Programs Candidates' files for admission will be evaluated when the following documents have been received. Please note: the priority date for freshman admission for the Fall semester is February 15, for Spring admission is November 1.

1. **Applications and all supporting documents** should be received in the Admission Office by the priority date. Applicants completing files after the priority date will be considered if space in the class remains. A completed and signed Mount St. Mary's College application form and \$50 application fee or fee waiver (from the high school counselor) is required. Information on awards, honors, employment, etc., should be included in the proper places on the application. The application fee is not refundable, nor is it applicable toward tuition.
2. **Official transcripts** of high school work should be sent directly to the Admission Office from the high school and any colleges attended. Transcripts should show coursework through the junior year in high school. Senior year grades may be required of some candidates. **Transcripts become the property of Mount St. Mary's College and cannot be returned to the applicant or sent to another institution.** A final high school transcript showing evidence of high school graduation is required of enrolling first year students by July 15th. A student may replace the high school transcript with an official record of the GED or High School Proficiency Exam.
3. **Scores on the Scholastic Aptitude Test (SAT) or American College Test (ACT)** are required. These may

be sent directly from the testing service or may be included on the official transcript from the high school.

4. **A complete essay** of 250 words or more responding to one of the three questions listed in the application for admission is required.
5. **An academic reference** from a high school teacher, counselor, principal or school head is required. This may be sent from the reference to the Admission Office on the form provided with the application, or it may be sent on school letterhead.
6. **A personal statement** describing a special situation may be included with the application if the statement includes information supporting the applicant that would help the Admission Committee reach a decision.
7. If using the Common Application, a Supplement is required.
8. **The record of a personal interview** will be included in the application file. Serious candidates are encouraged to schedule an interview with an admission counselor to discuss goals, the high school record, and other matters that will assist the Admission Committee.

Once the documents have been received, the file will be evaluated and a decision made by the Admission Committee. The student will be notified within a month of the Committee's decision. Several decisions may be made:

1. The student is admitted, and if she/he is applying for financial aid, the Office of Student Financing is notified.
2. The student applied for admission to the Baccalaureate Program at Chalon

and the Committee believes that her record shows the need for further preparation; the student may be admitted under the Alternative Access Program to the Doheny Associate in Arts Degree Program.

3. The student may be denied and directed to another college to fulfill requirements before reapplying for admission to Mount St. Mary's College.

Admitted students will be required to submit a \$200 tuition deposit to hold their places in the entering classes. For students entering the Fall semester, this tuition deposit is due by May 1. For Spring semester, this deposit is due in early December. The tuition deposit is not refundable under any circumstances and will be credited directly to the student's account in the Business Office. Students can also choose to deposit Priority by the March 10th deadline. Priority deposit entitles students to early advisement, housing, registration and priority financial aid consideration (Priority deposit is refundable through May 1st.)

Transfer Admission Procedures to the Associate or Baccalaureate Degree Programs
Candidates' files for admission will be evaluated when the following documents have been received. Please note the following dates:

The transfer admission applicants for the Bachelor of Science degree in Nursing are due by **February 1**.

The transfer admission applicants to the Associate of Arts degree in Nursing follow the deadlines provided by the program.

The transfer admission applicants to all other Associate and Baccalaureate

Degree Programs are due by the **March 15 priority date**.

Applications and all supporting documents should be received in the Admission Office by the priority date or deadline. Programs with deadlines will adhere to these dates, and applications received after these dates will not be considered. Applicants completing files after the priority date will be considered on a space-available basis.

The documents required for application as a transfer are the following:

1. A completed and signed Mount St. Mary's College application form and \$50 application fee or fee waiver. The application fee is \$20 if submitted online. Information on awards, honors, employment, etc., should be included in the proper places on the application. The application fee is not refundable nor is it applicable toward tuition.
2. Official transcripts of all college work attempted from each college attended. Students who have been academically disqualified from the most recent college or university attended are not eligible for admission to Mount St. Mary's College. Transcripts must be sent directly from the college(s) to the Admission Office at Mount St. Mary's College. **Transcripts become the property of Mount St. Mary's College and cannot be returned to the applicant or sent to another institution.**
3. Students who have completed more than 24 units at another college must have a cumulative GPA of 2.4. If the GPA is below 2.4, the student may submit a letter of explanation so that consideration can be given for admittance.

4. Official high school transcripts (or the GED) and official SAT or ACT scores will be required if the student:

- is applying for admission to the Baccalaureate program and has completed fewer than 24 transferable units at the time of application, or
- is applying for admission to the Associate program and has completed fewer than 24 transferable units at the time of application.

Transcripts become the property of Mount St. Mary's College and cannot be returned to the applicant or sent to another institution.

5. If the student is 25 years or older, the requirement for SAT or ACT scores does not apply. However, the student must furnish proof of high school graduation via an official transcript, the GED, or the High School Proficiency Exam.
6. A complete essay of 250 words or more responding to one of the three questions listed on the back page of the application for admission is required.
7. An academic reference from a professor or counselor. This may be sent from the reference to the Admission Office on the form provided with the application, or it may be sent on school letterhead.
8. If using the Common Application, a Supplement is required.
9. A personal statement describing a special situation may be included with the application if the statement includes information supporting the applicant that would help the Admission Committee reach a decision.

Once the documents have been received, the file will be evaluated and a decision made by the Admission Committee. The student will be notified within two to three weeks of the Committee's decision if applying for a program other than nursing. In those cases, the faculty of the programs will reach a decision based on the special requirements and prerequisites necessary for the program, notifying the students according to the stated timelines. Several decisions may be made:

1. The student is admitted and if applying for financial aid, the Office of Student Financing is notified.
2. The student has applied for nursing and is not admitted directly to the program. The student may take prerequisite courses for those programs and reapply for the appropriate term.
3. The student may be denied and directed to another college to fulfill requirements before reapplying for admission to Mount St. Mary's College.

Admitted students will be required to submit a \$200 (\$300 for BS Nursing) tuition deposit to hold their places in the entering classes, according to the deadlines included in the letter of admission. The tuition deposit is not refundable under any circumstances and will be credited directly to the student's account in the Business Office.

Admission to the Weekend College

Adults interested in the Weekend College may apply at any time during the year for admission to any one of the trimesters (Summer, Fall, or Spring). Information on application deadlines and starting dates can be

obtained from the Weekend College Office.

Applicants to the Weekend College should complete the admission application and submit it to the Weekend College Office with the application fee.

Acceptance into the Weekend College is based upon the following:

- Receipt of a completed admissions application and fee.
- Receipt and evaluation of transcripts for any previous college courses attempted.
- An official high school transcript if the applicant has completed fewer than 24 units of transferable college courses.
- A personal interview.
- An evaluation of all admission information by the Weekend College Admissions Committee.

In selecting potential candidates for the Weekend College, Mount St. Mary's College is principally interested in those adults who are committed to completing their degree, who have the requisite time-management skills and motivation to function successfully within the unusual weekend format, and who are comfortable with the level of maturity required of the student body at the Weekend College.

International Students Admission Procedures

Students applying for admission who are not permanent residents, or U.S. citizens should refer to the freshman or transfer sections for general instructions. In addition to the requirements stated in those sections, the following are required:

1. Certified original copies of all transcripts must be submitted

accompanied by official translations.

2. English as a Second Language (TOEFL) is required of all applicants for whom English was not the language spoken in the schools they attended. An official score must be sent directly from the testing agency or the school to the Admission Office. Note: the score required for admission to the Associate and Baccalaureate programs is 550 if paper based and 213 if computer based.
3. A financial statement describing the resources available to the student must accompany the application for admission. Official verification of bank funds must also be submitted along with an English translation.
4. Students transferring from an ESL program or another US college or university must comply with all immigration regulations necessary for transfer.

If the student is admitted to Mount St. Mary's College, she will be required to submit a US \$300 non-refundable tuition deposit by May 1.

The I-20 form will be sent to the F-1 student or prospective F-1 student upon receipt of the tuition deposit, and the submission of the completed International Student Data form, and only after the MSMC Designated School Official has determined that all required documents are in satisfactory order. It is the student's responsibility to obtain the proper student visa to enter the United States. Students on a valid U.S. work visa are not classified as international students and will not receive an I-20.

Advanced Placement

Students who earn scores of 3, 4, or 5 on Advanced Placement Examinations, or pass the higher level International Baccalaureate Exams with scores of 5, 6, or 7, receive college credits provided they are accepted and enrolled at Mount St. Mary's College.

Credit award for the AP exam is as follows:

- Students who earn scores of 3 receive 3 units of elective credit.
- Students who earn scores of 4 or 5 receive credit as currently awarded in the discipline tested.
- There is no limit placed on the number of AP units awarded to a student.

First year students should send their test results to the Admission Office.

Financial Aid

Mount St. Mary's College is committed to making a college education accessible to as many qualified students as possible, regardless of their financial means. Students and their parents are encouraged first to consider all possible resources when planning to meet the expenses of a college education. Through various financial aid programs, the Student Financing Office will help in the best possible way to provide students with the difference between the family contribution and the cost of education.

Mount St. Mary's College administers financial aid in accordance with Federal Government guidelines. These guidelines are based on the principle that students and their parents have the primary responsibility in meeting educational expenses to the extent they are able. Financial aid funds are then used to fill the gap between what the family is expected to contribute (including the student's own earnings) and the annual cost of education.

To apply for Financial Aid, all students must follow the instructions and requirements sent to them by the Admission Office or Office of Student Financing. Financial Aid brochures giving complete application and program information may be obtained by writing to or calling the Office of Student Financing on the Chalon or Doheny campuses.

Types of Financial Aid**Grants and Scholarships**

Grants and Scholarships are gift monies that do not require repayment. They are based on financial need and/or academic merit. Grants and scholarships are provided to students

from one or more of the following sources: the Federal Government; the State of California; outside organizations; and Mount St. Mary's College. Below is a listing of institutional talent and achievement scholarships.

Alumnae Legacy Grant

Children of alumnae who are registered as full time students at Mount St. Mary's College are eligible to receive an annual grant toward their education. To take advantage of this privilege, contact the Alumnae Relations Office for authorization.

Dean's Transfer Scholarship

The Dean's Transfer scholarships are merit based and are available to full time transfer students with minimum of 24 transferable units. This award ranges from \$4000 to \$6000 per year depending on the quality of the course work undertaken.

Music Scholarship

Awards are made to full-time students who are enrolled as Music majors and who demonstrate exceptional talent in music. Award amounts vary and are based on financial need and merit. Contact the chairperson of the Music Department for further details.

First Year Merit Awards

First Year Merit Awards are awarded to incoming full-time freshmen and are based upon academic preparation, as well as, SAT or ACT test results. The award is renewable for up to four years and ranges from \$4000 to \$12,000 per year.

Intercampus Transfer Scholarship

This award is valued at \$1000 and is made to students who begin their academic career on the Doheny Campus and transfer to the Chalon Campus to complete their Baccalaureate degrees. Awards are

based on academic achievement. The number of awards is limited. Students transferring must contact the Intercampus Transfer Office.

Tuition Discounts for MSMC Graduate Students

A tuition discount of an amount specified by the College each year (2013-2014 is 35%) may be awarded to those graduate students who fulfill one of the following requirements:

- Members of religious institutes for consecrated life, diocesan priests and deacons in good standing, upon verification from the appropriate religious authority.
- Laypersons enrolled in graduate programs who are full-time (40 hours per week) employees of a Roman Catholic diocese or parish as listed in the current diocesan directory or in "The Official Catholic Directory" (P.J. Kennedy & Sons, pub.), upon written verification of employment. This employment must be the major source of income for the student.
- Lay Ecclesial Ministers in Roman Catholic institutions such as, schools, universities, hospitals and social service agencies as well as parishes and Archdiocese offices and who are full-time employees of a Roman Catholic diocese or a Roman Catholic institution (according to "The Official Catholic Directory"); written verification of employment required.

The student must maintain a 3.0 cumulative grade point average in order to qualify for the waiver.

Workshops and Continuing Education courses are not included in this waiver.

Scholarships through the Independent Colleges of Southern California

The Independent Colleges of Southern California (ICSC) is a nonprofit organization which provides, through a unified annual appeal, financial contributions from corporations, foundations and other friends to help Southern California's smaller private colleges and universities meet the rising costs of quality higher education.

Loans

Loans are money that must be repaid, usually with interest. The interest rates and terms of the loan vary by program. Some of the loan programs require a separate application in addition to the free application for federal student aid. The Office of Student Financing is unable to replace loan funds with grant funds, but students may replace loan funds with private scholarships received from outside organizations not affiliated with MSMC.

Federal Stafford Loan

All students are eligible to receive Federal Stafford Loans. Need-based Federal Stafford Loans are called "subsidized" because the federal government pays the interest while in school and during deferment periods. Unsubsidized Federal Stafford Loans are not based on financial need, and students are responsible for paying the interest while in school and during deferment periods. A student may have a Federal Stafford Loan partly based on financial need and partly not on need up to the annual maximum. The maximum loan is \$2,625 per year for freshmen; \$3,500 per year for sophomores; \$5,500 per year for juniors and seniors and \$8,500 per year for graduate students. Independent students and dependent students whose parents do not qualify for FPLUS loans (see below) may also apply for

additional unsubsidized Stafford Loans in the following amounts: \$4,000.00 for Freshmen/Sophomores; \$5,000.00 for Juniors/Seniors; and \$10,000.00 for graduate students. Repayment begins six (6) months after graduating or ceasing to maintain at least half-time enrollment. The interest rate varies depending on when the first loan was borrowed, but does not exceed 8.25%.

Federal Parent Loans for Undergraduate Students (FPLUS)

Federal PLUS Loans are not based on financial need, but must be coordinated with other financial aid where need is established. Federal PLUS loans are available for parents of dependent undergraduate students who are enrolled at least half-time. Parents may borrow up to their student's cost of education. The interest rate is variable, not to exceed 9.00%. Interest and repayment begin within 60 days.

Federal Nursing Loans

There may be federal nursing loans available for the Associate Degree in Nursing program. Contact a student financing counselor, 213-477-2562.

Institutional Loans

Through the generosity of several foundations, Mount St. Mary's College has several institutional loan programs with varying interest rates; interest rates for these loans vary between zero and seven percent. In addition, eligibility requirements vary by program. Contact the Office of Student Financing for more information regarding these loans.

Short-term Loans

One short-term loan is available to full-time, traditional undergraduate students. Please see details below.

Academic Emergency Loan: This loan is available during the first two weeks of each semester to current, full time,

traditional undergraduate students holding 12 units or more to assist them with academic expenses.

Students may borrow up to \$150 per semester through this loan for academic expenses only (such as books). Applications are available at the Business Office. Applications will be reviewed by a loan officer and a meeting may be required. Applications may take up to 2 business days to be processed.

Student Employment

On-Campus Student Employment

Work study money is earned from employment on campus. Students who qualify receive a paycheck every two weeks for the hours worked and may use the earnings to make tuition payments, pay for books and supplies, or pay for personal expenses.

Both Federal College Work Study and Mount Work Study (institutionally funded) provide excellent learning opportunities outside the classroom. Students who participate in either program may choose to work in a variety of on-campus sites. These include: the Office of Student Financing, the Admission Office, Campus Ministry, the Library, departmental offices and laboratories. Through “hands on” experiences in these offices, students develop valuable skills which may later translate to professional settings.

Off-Campus Student Employment

The Career Services and Internship Office at Chalon and the Career Center at Doheny have job boards which list a wide variety of off-campus employment opportunities.

Satisfactory Academic Progress Requirements

All financial aid recipients must be

regularly admitted students with degree, or in some cases credential or certificate, objectives. While receiving financial aid, students must be advancing toward their educational objectives at a reasonable rate and must maintain a minimum 2.0 grade point average.

Expenses for 2013/2014 Academic Year

All tuition and fees are subject to change without notice.

Tuition, fees and room & board are payable to the Business Office on or before the Financial Clearance Deadline set for each term.

Tuition

Undergraduate

Full-time (*With 12-18 units/semester*)

Traditional	\$32,882.00/year or \$16,441.00/semester
Accelerated BSN	\$32,882.00/year or \$16,441.00/semester

Full-time (*In excess of 18 units/semester*)

Traditional & Accelerated BSN	\$1,370.00/unit
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Part-time (*Less than 12 units/semester*)

Traditional	\$1,370.00/unit
Accelerated BSN	\$1,370.00/unit

ADN

Associate Degree in Nursing (ADN) \$783.00/unit

Weekend Format Undergraduate

Weekend College — Undergraduate \$650.00/unit

Graduate

Graduate Extension	\$38.00/unit
Graduate Religious Studies Certificate	\$417.00/unit
Master's Degree Programs	\$798.00/unit
Master of Business Administration (MBA)	\$36,308.00/ per program
<i>Includes travel study cost & all fees which are not refundable</i>	

Doctor of Physical
Therapy (DPT) \$785.00/unit

ADN to MSN

Pre-requisites General Studies	& \$650.00/unit
Bridge Courses	\$650.00/unit
Graduate Courses	\$798.00/unit

RN to BSN

General Studies	\$650.00/unit
Nursing Courses	\$783.00/unit

Auditing Courses

(Recorded on Transcript)

A student registered for auditing classes will pay the above fees in the same manner as a student registered for credit.

Tuition & Housing Deposits

Tuition Deposit

Not refundable; applied against Tuition; forfeited after two (2) calendar years.

Traditional Undergraduate	\$200.00
Accelerated BSN	\$400.00
International & Baccalaureate	\$300.00
Nursing Transfer	
Associate Degree, Nursing	\$100.00
<i>(Required of all new incoming Full-time Undergraduate students as stipulated in student's acceptance packet.)</i>	

Doctor of Physical Therapy (DPT)	\$500.00
Master of Business Administration (MBA)	\$300.00

Housing Deposit

Housing Deposit	\$200.00
Required of all incoming Full-time Undergraduate students who are requesting on-campus College housing.	

Housing Deposit is honored only when the required Tuition Deposit has also been received.

College Services Fee

Per Semester; Not Refundable

Undergraduate (With 7 or more units/ semester) \$485.00

This fee includes the Associated Student Body Fee for full-time students, health services (not health insurance), and expenses inherent to orientation and graduation, among others.

Undergraduate (With 6 or less units/semester) \$125.00

Associate Degree in Nursing (ADN) \$250.00

This fee includes health services, among others.

Undergraduate Weekend College \$125.00

Graduate Master's Degree \$125.00
(Excluding Certificate Students)

Doctor of Physical Therapy (DPT) \$525.00

ADN to MSN \$125.00

RN to BSN \$250.00

Nursing Fee

Per Semester; Not Refundable

This Fee includes Background & Testing Fees

Accelerated BSN, Baccalaureate Nursing \$300.00

(Sophomores, Juniors & Seniors) & ADN

RN to BSN \$100.00

Course FeesEDU 33/133 The Visual and Performing Arts for the Young Child \$25.00/course
(Lab Fee for Materials)EDU 316D, EDU 364D \$100/course
and EDU 378D (beginning
(Intern Support Fee) Fall 2013)**Supervised Teaching Courses**EDU 116A, 316A, 164A, \$150.00/course
364A, 378A (6-unit)EDU 116B, 316B, 364B, \$150.00/course
164B, 378B (6-unit)

EDU 316L, 364L \$150.00/course

For Master Teacher

Portfolio Evaluation \$100.00/course

EDU 225D

EDU 225B \$50.00/course

Nursing Lab Fee \$87.00/class

NUR 200 MSN

Art Lab Fee \$50.00/class**Film Lab Fee** \$25.00/classSOC/FLM 133, FLM 139 ABCD,
FLM 140, FLM 143ABC, FLM 144,
FLM 145ABC, SOC/FLM 147ABC, FLM
152,
FLM 157, FLM 159, FLM 176**Enrichment Courses**

For 1 unit course \$125.00

For 2 unit course \$200.00

For 3 unit course \$300.00

Applied Music*See Music Department for further information.*

Music Majors \$371 per semester

Music Minors \$318 per semester

Non majors and \$530 per semester
non minors
(includes 10 lessons
per semester)**Course Challenge by Examination**

Course Challenge Fee \$125.00

(If successfully passed, the cost of the units awarded will be one-half the unit cost of the course as stated in the current MSMC Catalog.)

General Fee**Application for Admission Fees**

Undergraduate,	\$50.00
Weekend College	
ADN	\$40.00
All Programs - On-line	\$20.00
Application	
Graduate	\$50.00
International Student	\$50.00

Graduation Fee

For Graduate, Weekend	\$105.00
College, RN to BSN & ADN	
Students	
Late Graduation Application	\$105.00
Fee	

Late Registration Fee, Per Semester

For Graduate & Weekend College	\$105.00
<i>(After May 1st - Summer, August</i>	
<i>1st - Fall, December 1st - Spring)</i>	

Late Clearance Fee, Per Semester

On published Financial	\$100.00
Clearance Deadline	1st
On First Day of Academic	\$100.00
Term	2nd

Course Drop Fee, Per Transaction \$12.00
*(After Published deadline)***Official Transcript Regular** \$12.00**Processing Fee, Per Copy****Rush Transcript Fee, Per Copy** \$27.00**Diploma Fee, Per Duplicate Copy** \$30.00**Residence Hall Activities Fee, Per** \$30.00
Year**Study Abroad Fee, For Study** \$165.00
Abroad Students Only**Returned Check Fee** Per \$100.00
NSF Check**MSMC My Payment Plan****Enrollment Fee, Per Semester** \$20.00**Late Payment Fee, Per Month** \$30.00**Emergency Advance Fee,** \$25.00
Per Transaction**Expedited Check Fee,** \$50.00
Per Transaction**Lost Parking Permit Replacement** \$50.00
Fee,
Per Transaction**Check Cashing Fee** \$1.50
(Student/Employee),
Per Transaction**Parking Permit**
*(Including LA City Tax)***Full-time:**

Undergraduate, DPT \$375.00/year

Part-time:

Undergraduate, ADN,	\$195.00/year;
Graduate & Weekend	\$105.00/semester
College-undergraduate	
Parking, Monthly	\$75.00/month
Parking, Daily	\$5.00/day

Student Health & Accident Insurance

Mount St. Mary's College does not determine Student Health and Accident Insurance Premiums. Insurance premiums are based on prevailing insurance market conditions/rates.

All (a) Traditional Undergraduate, Accelerated Nursing, and D.P.T. students enrolled for 9 or more units, (b) and ADN and RN to BSN students enrolled for 7 or more units at MSMC must carry Student Health Insurance. *ABSN students who enroll in the summer will be billed a premium for the summer semester. The insurance premium rates will be automatically billed to the student's Statement of Account as follows:

For Fall 2013 - \$608.00 effective from Aug 26, 2013 to Dec 12, 2013

For Spring 2014 - \$1,049.00 effective from Jan 13 to Aug 15, 2014

*Summer 2014 -\$462 effective May 8, 2014 to August 15, 2014

Students who have an existing health insurance plan that is comparable in coverage to the Mount's Student Health Insurance coverage may request a waiver to not participate in the Mount's insurance plan.

Health Insurance Waiver

A waiver request may be submitted every semester through the following link Health Insurance Waiver (this waiver request must be completed no later than the published Financial Clearance Deadline set for each term). Students who do not submit a waiver request by the published deadline will incur the health insurance premium charges, and the charges will remain on the account.

The automatic billing will be removed from the Statement of Account for all approved waivers. The insurance waiver must be renewed every semester.

If the online waiver request is denied, an appeal can be made. Appeals are reviewed by the Business Office who will respond to the appeal within 14 business days.

Graduate Nursing Students are eligible for the Student Health Insurance, but will not be automatically enrolled. Graduate Nursing Students wishing to enroll may do so by contacting the Business Office and requesting to be enrolled.

International Students are required by law to carry a minimum of \$50,000 in Health and Accident Insurance. Proof of adequate insurance must be provided prior to admission.

Students wishing to enroll in dental insurance can do so by visiting the

Wells Fargo Insurance Services
Information Site

Room & Board

Residence (Chalon & Doheny)	Per Year	Per Semester
Board and quadruple room	\$9,437.00	\$4,718.00
Board and triple room	\$9,994.00	\$4,997.00
Board and small double room	\$10,262.00	\$5,131.00
Board and large double room	\$10,530.00	\$5,265.00
Board and single room	\$11,140.00	\$5,570.00
Board, single room, and half-bath	\$11,612.00	\$5,806.00
Board, single room with full bath	\$12,705.00	\$6,352.00

Housing

A Housing Deposit of \$200.00 is required to activate the housing application. New students should send the Housing Deposit with their Housing Application to the Admission Office. Currently enrolled students should pay the deposit at the Business Office upon notification from the Residence Life Office.

A Housing Deposit may be refunded upon permanent termination of the Residence Living License Agreement subject to deductions for any loss, damage, excessive room cleaning, or failure to meet the deadlines described below: Residents must be full-time students (12 units or more) for the entire time that they are living in the Residence Halls.

Prior to Fall Occupancy

The deposit will be refunded if the Residence Life Office has been notified **in writing** by submitting a Housing Termination Form to the

Residence Life Office by May 1st that the student opted not to live in the residence halls for that semester.

Prior to Spring Occupancy

The deposit will be refunded if the Residence Life Office has been notified **in writing** by submitting a Housing Termination Form to the Residence Life Office by November 1st that the student opted not to live in the residence halls for that semester.

After November 1st, no deposits will be refunded. This policy is applicable to students currently in residence and new applicants to residence for the Spring semester.

Housing Termination Forms - These forms are available at the Residence Life Office.

Fee for Residence Hall - This non-refundable fee, to be used for hall programming and events, will be charged to all Residents who are housed at Chalon or Doheny.

1. If housed at any time during the Fall semester, the fee of \$30.00 is payable at the beginning of each academic year.
2. If housed at any time during the Spring semester, the fee is \$15.00.

Residence Living License Agreement - Each resident is required to sign this agreement, which begins two (2) days prior to the first day of classes for the Fall semester and extends through the day immediately following the last day of Final exams for the Spring semester.

The Residence Halls are closed for the Winter Break but open during Thanksgiving and Spring Break. The Dining Hall is closed when the Residence Halls are closed, and meals are not provided.

Meal Plans

Residents have three (3) *Meal Plan options* to choose from including flex funds:

- Platinum Plan
- Gold Plan
- Silver Plan

Flex Funds - Flex funds can be used to purchase additional meals if you desire more than the allotted weekly rate to purchase coffee blends at the Café Bar or to purchase meals for friends and family. Flex funds can be used at the dining rooms of both campus. There will be no refund of any unused Flex funds and funds do not carry over to the next semester.

Commuter Meal Plan - Commuter students can save money and enjoy the convenience of a flexible dining plan by purchasing a Mount St. Mary's Commuter Meal Plan. By purchasing a meal plan, Mount dining dollars are programmed onto your ID card. Only Mount dining dollars offer non-resident students the opportunity to get 10% back when loading their card and save an additional 9.00% (*sales tax*) at all on-campus dining locations. Mount dollars are not refundable, however, any unspent Mount dollars remain valid in a separate account available to use as long as you are enrolled.

Student Account Online

The Students have online access to account information and a wide variety of payment options with CASHNet. The features are:

- eBill - Statement of account online
- eRefund - Automatic Refunds to Students' Savings or Checking Accounts - Mandatory enrollment

- ePayment - Payments online
- MyPaymentPlan - Payment plans online
- Online access of authorized users
- 1098 T's - Mandatory enrollment to receive electronic copy

Statement of Account

The Statement of Account is a summary of charges (tuition, fee and room & board), credits applied (payments, waivers, financial aid credits & tuition deposit), and pending financial aid. The Account Balance represents the balance due on the account after credits have been applied. A negative amount appearing in the Account Balance section of the statement represents an amount due to the Student. A refund will be automatically processed after the add/drop period unless other instructions (on "Refund Authorization Form") are submitted to the Business Office.

Students will be notified every month through their MSMC e-mail account to view their Statements.

Financial Restrictions Restrictions On Account

Restrictions on account may prevent the Students from registering for classes, making on-campus residence reservations and obtaining various College services, including release of grades, official transcripts, diplomas or certificates.

Restrictions or Holds can be placed on a Student's account by the following offices - Academic Advisement, Business Office, Office of Student Financing & Registrar's Office. Restrictions placed by the above

offices must be resolved by contacting the respective offices.

Business Office Holds will be placed on accounts if the Financial Clearance requirements are not met.

Financial Clearance

Students must clear their accounts no later than the Financial Clearance Deadlines as follows:

- Settlement of all semester charges through one or more of the following methods:
 1. Payment in full of net amount due
 2. Enrollment in a payment plan using CASHNet MyPaymentPlan
 3. Application of financial aid awards and/or loans
 4. Tuition waivers
 5. Sponsorships
- For tuition waiver or sponsorship recipients, official verification must be submitted to the Business Office
- Complete the Online Health Insurance Acceptance/Waiver Form by semester
- Submit a **Refund Authorization Form**, if applicable, to the Business Office.

Financial Clearance Deadlines

These are published deadlines established to ensure that the students clear their financial obligations with the Business Office. Published deadlines are available on the Business Office website.

Late Clearance Fee

Student Accounts not cleared by the published Financial Clearance Deadline will be charged the \$100.00 Late Clearance Fee and will be restricted or put On Hold.

If the account is still not cleared by the first day of the academic term, another \$100.00 Late Clearance Fee will be assessed.

Payment Options

Methods of payment to MSMC for net amount due are as follows:

1. Payment by mail, by phone or in person at the Business Office via check, cash, money order, and some major credit cards.
2. Payment online via check and some major credit cards.
3. MSMC’s MyPaymentPlan via CASHNet which allows interest-free monthly payments at varying number of months for a minimal fee. For more information, please call the Business Office.

Refund Policy

The following formulas will calculate the tuition/room & board refund amount and will credit the Student's Account accordingly. The Refund Table, with specific refund dates, will be published in the student newspaper, distributed to student services departments and posted on the Business Office Website/bulletin board during the academic year. Refunds will be issued ONLY when there is a Negative Amount Due, without Pending Financial Aid, on the Student's Account.

Refunds

Students who receive a refund or cash advance from the College as a result of Financial Aid (grants, loans, etc.) and subsequently have a change in units or withdraw from the College, will be required to repay any amount due on student account.

Cross Registration

Contemporaneous cross registration charges between Traditional Undergraduate and Weekend College programs is subject to the Dean’s approval. The Cross Registration form will need to be completed for student to enroll. The student will be responsible for any charges incurred per unit at the higher unit rate.

Tuition Refund

Enrollment Period	% of Refund
Withdrawal/drop on or before the last day of the published add/drop date	100%
After add/drop date and through 10% of enrollment period	90%
Between 11% and 25% of enrollment period	50%
Between 26% and 50% of enrollment period	25%
After 50% of enrollment period	0%

Tuition Refund: The last date of attendance indicated on the Withdrawal/Leave of Absence (LOA) Form that is filed with the Registrar’s Office will be used to calculate reduction of charges for Tuition.

Tuition for all students becomes an obligation in accordance with the provisions of the reduced charges. When all grants, scholarships or loans do not cover the withdrawal or change of tuition charge, the student will be responsible for the Amount Due.

One Unit Course Refund

Dropping a one-unit course is the exception to our general Tuition Refund Policy. Students who drop a one-unit course at least 10 business days prior to the beginning date of the course will receive a 100% refund. No refund shall be given if the student drops a one-unit course within 9 business days prior to the date of the course.

Room & Board Refund

The date on which residents remove all belongings from their residence hall rooms and return the keys is used to calculate reduction of charges for room and board.

Room Occupancy Period	% of Refund
Withdrawal/drop on or before first day of class or first day	100%
After first day, through first 10% of occupancy period	90%
Between 11% and 25% of occupancy period	50%
Between 26% and 50% of occupancy period	25%
After 50% of occupancy period	0%

Reductions will first be credited against a student’s financial aid, if any, before a balance accrues to the student. Refunds will not be made in case of suspension or dismissal.

Academic Information

Academic Policies and Procedures

UNDERGRADUATE PROGRAMS

General Information

Student Responsibility

Students must meet the degree requirements (General Education, major and minor) of the catalog under which they matriculated. In addition to the degree requirements students must follow the academic requirements, policies, and procedures in place in the current catalog. Such requirements include but are not limited to course prerequisites, minimum grades for transfer work, probation and dismissal requirements.

Students are held individually responsible for information contained in the College catalog, Academic calendar, program handbooks, and College email correspondence. Failure to read and understand these policies and regulations will not excuse students from their observance. In addition they are responsible for the information contained in the official class schedules and other data sent or posted on the MSMC website. College catalogs are available online or for purchase at the bookstore. Information regarding any changes in degree programs, graduation requirements, or academic policies will be made available by the Registrar's Office and the appropriate academic departments.

Class Levels

To be classified as a sophomore, a student must have satisfactorily completed 30 semester units towards the Mount St. Mary's College undergraduate degree, and have 1-2 more semesters of work to complete before fulfilling associate degree requirements or 5-6 more semesters of work to complete before fulfilling baccalaureate degree requirements or the unit equivalent; as a junior, a minimum of 60 semester units and 3-4 semesters of work to complete; as a senior, 90 semester units and 1-2 semesters of work to complete.

Baccalaureate pre-nursing and nursing student class levels are based on student program.

Address Change

Students must notify the College of any change in their addresses or phone numbers. A change of address form must be submitted to the Registrar's Office for processing.

Attendance

Attendance and punctuality are important for successful study. Therefore, the number of a student's absences may be taken into account in determining academic grades. Students may be expected to explain to the instructor the reason for any absences from class and, in some cases, be asked to provide appropriate documentation.

There is no provision for a system of allowed cuts and absences. Students may be dropped from a class for excessive absences (missing 20% or more of the classes). When, in the opinion of the instructor, further enrollment in the class would be of little value to the student.

Occasionally, a student is excused

from class attendance by the Provost for the purpose of representing the College. In such cases, the student is responsible for securing and completing any assignments.

Student Credit Hour

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Academic Standing

Academic standing describes the grade point average status of the student. Acceptable academic standing is a 2.0 grade point average or better. Academic standing appears on official transcripts of Mount St. Mary's College.

Dean's List

To give public recognition to academic achievement, the Deans of undergraduate programs post a list each term with the names of full-time students who have obtained a grade point average of 3.5 or higher for the preceding semester. To qualify for the Dean's List, a student must have

completed at least 12 letter-graded units in the preceding semester or 9 units per semester for Weekend College. Students who have Incompletes (I), Report Delayed (RD), and/or No Grade (NG) on their semester grade reports will not be eligible for the Dean's List until grade(s) are awarded.

Returning Students

A student who wishes to return to MSMC to complete his/her degree (either Associate or Baccalaureate) after an absence of six or more years must return under the catalog in effect when the readmission is granted. All General Studies requirements must be completed. The department chair will determine requirements necessary to complete the major.

Academic Petitions

Students may petition to waive or modify any academic policy or regulation, for good reason, which must be documented. The petition must be approved by the appropriate academic dean. Students file the approved petition in the Office of the Registrar for placement in their permanent file.

Withdrawal from College

Students thinking of withdrawing from the College should schedule an interview with the Advisement Center of their campus of attendance in order to explore other options or assistance.

Students who withdraw from the College at any time must file a withdrawal notice in the Office of the Registrar. Forms are available from the Advisement Center on both campuses. Students who leave the college for two consecutive semesters without filing appropriate forms are considered withdrawn. Students wishing to re-

enter must file an application for re-admission with the Admission Office. (See Business Office for reduced charges which apply when withdrawing from the College.)

Leave of Absence

Students in good academic standing may request a Leave of Absence from the College for one semester. However, after the deadline to withdraw with a W from courses, a Leave of Absence cannot be granted for the current term. Students on a Leave of Absence may not enroll in another institution during the period of Leave of Absence.

Upon request, a Leave of Absence can be extended for one additional semester by the appropriate academic dean. Students on a Leave of Absence are considered continuing students and may pre-register for the next semester at the allotted time and must contact their advisor.

Weekend College students may petition to take a Leave of Absence for three consecutive semesters and will not be required to change their catalog. Also, with the approval of the advisor or director, Weekend College students may petition to enroll at another institution while on a Leave of Absence with the understanding that they may not complete more than 6 units during any semester and no more than a total of 15 units.

Transcripts

Transcripts are issued at the written request of students or graduates to the Office of the Registrar. At the close of each term, transcripts for registered students must be held for inclusion of grades for the term, and degree posting, and therefore, will not be available for approximately three (3)

weeks. Partial transcripts will not be issued. At times other than the close of the term, the normal period required for processing transcripts is 5 business days and 7 business days for records prior to 1995. No transcript will be released unless all indebtedness to the College has been satisfied. Regular processing of transcripts is \$12.00 per copy. Upon completion of degree, students are entitled to a complimentary transcript. *Only regular processing is available for this option.*

Rush processing (24 Business Hours/allow 48 Business Hours during peak periods) is available at \$27.00 per copy. Rush transcripts will be sent out the next business day via regular first class US mail. Note that rush processing is not available for records with any terms prior to 1995. Official transcripts can be ordered online.

The Registrar's Office at Mount St. Mary's College will only accept transcripts that have been mailed directly to MSMC from another institution. Transcripts that are hand-delivered or mailed by the student to MSMC will not be accepted as "official" and can only be used for purposes of "unofficial evaluation."

Registration and Course Information

Credit Load

A student with full-time status must carry 12-18 units per semester. Part-time students carry less than 12 units per semester. During a regular semester, students may enroll in a maximum of 18 units. Students enrolling in more than 18 units in a semester must file a petition for overload with the academic dean. Additional tuition is charged for registration in more than 18 units taken at MSMC.

Non-matriculating students may take a course or courses for academic credit without following a prescribed curriculum toward a degree.

Upper Division Course Enrollment

Ordinarily a student should be a sophomore before enrolling in upper division courses. It is the student's responsibility to be aware of prerequisites or requirements for enrolling in upper division courses.

Designation of Credit and Courses

Courses numbered 1-99 are lower division courses, generally taken by freshmen and sophomores; those numbered 100-199 are upper division courses, generally taken by juniors and seniors, or majors. In order to enroll in any upper division course, a student must first successfully complete English 1A and 1B or English 5H. Students must also have sophomore standing or the approval of the instructor to enroll in an upper division class. Students must be enrolled in an English composition class each semester until they complete the General Studies written communication skills requirement IA.

Credit for courses whose course numbers include the letter X may not

be applied to the Baccalaureate degree.

Courses numbered 200-299 are graduate level, those numbered 300-399 are professional courses, and those between 340-349 are professional credit courses that may be submitted for equivalency evaluation to be applied to a credential or masters program. Courses numbered 400 are used to fulfill DPT requirements.

Courses listed as upper division/graduate (100/200) may be taken for either undergraduate or graduate credit.

Courses approved for fulfillment of the General Studies curriculum requirements are identified after the course description in each department:

For the Baccalaureate degree

GS-IA Written Communication Skills

GS-IB Oral Communication Skills

GS-II Critical Thinking

GS-III A Art or Music

GS-III B Literature

GS-III C History

GS-III D Natural and Physical Sciences

GS-III E Mathematics

GS-III F Social and Behavioral Sciences

GS-III G Contemporary Economics or Politics

GS-IV Modern Language

GS-VA1 Religious Studies: Scripture

GS-VA2 Religious Studies: Christian Thought

GS-VA3 Religious Studies: Christian Ethics

GS-VA4 Religious Studies: Religion and Religions

GS-VB1 Philosophy: Philosophical Ideas

GS-VB2 Philosophy: Ethics

GS-VB3 Philosophy: Other

GS-VI Diversity Perspectives

GS-VIIA Quantitative Literacy 1

GS-VIIB Quantitative Literacy 2

After the last day to add a course as published in the schedule of classes, no changes may be made respective to the level of study.

Registering for Classes

Currently enrolled students and students returning from a Leave of Absence are assigned registration times based upon their completed units as of the last term of attendance at MSMC. Baccalaureate pre-nursing and nursing students will be assigned registration times based on student program. Students may register on or after their assigned time via WebAdvisor or at a later time in person at the Registrar's Office.

Course Changes

Students may add or drop courses during the add/drop period stated in the academic calendar (see Academic Calendar) either via WebAdvisor or in person at the Registrar's Office. Courses dropped during the add/drop period will not appear on the student's academic transcript. Once the semester begins WebAdvisor closes and students may only make changes in person in the Registrar's Office. Being placed by an instructor on the course roll does not constitute being officially registered for the course. Students can officially register only through WebAdvisor or at the Registrar's

Office. After the add deadline, students may not attend courses without being officially enrolled in the course.

Withdrawal from Courses

Students who officially withdraw from a course between the second and the tenth week of a regular term (see Academic Calendar) will receive a "W" on their transcripts, indicating the withdrawal. Students wishing to withdraw from a class must file a drop form (with all required signatures) with the Registrar's Office and meet the following requirements:

- The deadline for withdrawing from a class with a grade of W is the end of the tenth (10th) week of the semester.
- The withdrawal deadline for the Weekend College is the end of the fourth weekend.
- In cases where a class is offered on a split-semester basis, the deadline for withdrawing is one week after the midpoint of the course (consult the academic calendar or the Registrar's Office for the specific date)

After the deadline for withdrawal, a student may request permission to be allowed to withdraw from all of her/his classes because of a medical emergency or extraordinary circumstance by submitting an Academic Petition to the appropriate Academic Dean.

The W designation carries no connotation of quality of student performance and is not calculated in the grade point average.

It is the student's responsibility to withdraw officially from a course or all courses. Failure to attend a course does not constitute a withdrawal.

Administrative Drop

Students who do not attend the first class meeting of a course in which they are registered may be administratively dropped or withdrawn, unless they make arrangements with the instructor prior to the first day. Students should contact the instructor if a possible error has been made regarding an administrative drop.

Independent Study

A course by Independent Study provides students with the opportunity to initiate and custom design a course of study within their major or minor areas of study. An Independent Study course may not include the content of a regularly scheduled classroom course.

Guidelines for Independent Study

Students assume the responsibility for implementing and presenting the proposed course of study to the sponsoring faculty member for approval and signature through completion of an Independent Study Approval, Application Form and Add Form (available at the Registrar's Office). When signed by the sponsoring faculty member, academic advisor and student, the document becomes a contract and upon registration becomes an official document in the student's academic file. During the semester, students are responsible for initiating at least four contacts with the supervising faculty member as well as presenting the final independent study project to the faculty member by the end of the semester of registration. The following apply:

- Lecture and laboratory courses listed in the catalog may not be taken through Independent Study.
- At least 30 student study/work hours equals one unit of credit, e.g., students

enrolled in a 3 unit course will be expected to devote at least 90 hours to the independent study.

- Independent Study course enrollments are not available to freshmen.
- No more than two Independent Study and/or Directed Study courses may be taken during a semester.
- Students must submit all paperwork for a registration through independent study, on or before the end of the add/drop period.

Directed Study

Directed Study provides a means, at the discretion of the regular course instructor, for students to complete a regularly scheduled classroom course when prevented from attending the course for specific reasons. The official catalog course number, followed by DS will be used (e.g., HIS 124 DS: Title). Under the directed study mode, faculty members share the responsibility with students, including the planning of readings and/or projects, and agree to at least six instructional/review meetings during the semester.

Guidelines for Directed Study

Enrollment in regular classroom courses through Directed Study requires the completion of the Directed Study Application, Approval Form and Add Form. With the consent and assistance of sponsoring faculty members, students complete the learning/study goals, content and criteria for evaluation sections of the form, or attach a copy of the regular course syllabus. Upon receipt of required signatures and when filed in the Registrar's Office, these documents become official records within the student's academic file. The following apply:

- Introductory courses within a discipline may not be taken through Directed Study.
- Directed Study course enrollments are not available to freshmen.
- No more than two Directed Study and/or Independent Study courses may be taken during a semester.
- Ordinarily, regularly scheduled courses are not taken through Directed Study.
- Students must submit all paperwork for registration through Directed Study on or before the end of the drop/add period.

Academic Internship

The academic internship provides the student with an educational, hands-on experience outside the classroom setting. This experience provides an opportunity to apply classroom theory and sharpen skills in problem-solving. Ordinarily, interns do not get compensated, but they do earn academic credit while participating. Typically, a maximum of six units may be earned through internships. Each academic internship unit is equivalent to 40 hours of supervised time spent in the professional setting. Criteria for evaluation are determined by the faculty sponsor prior to the student's internship. These may include an experience journal, oral reports, and written reports.

Placement Examinations

All incoming freshmen and transfer students are required to complete placement tests in order to assist them in selecting appropriate courses. Information regarding placement testing will be sent to incoming students prior to the beginning of each semester.

Examinations used to place a student at a level of study may result in lower levels of study being waived. No credit will be awarded as a result of these placement examinations. (See Credit by Exam.)

Algebra, calculus math, and language placement exam scores will be valid for two years only. If students do not take a math or language course to fulfill their general studies math or language requirement within two years, they will have to retake the placement exam.

Grades

At the end of each term, the student receives a grade in every course of enrollment. All grades, with the exception of I, IP and NG are final when reported to the Registrar at the end of the term. The grade indicates results of examinations, term reports, and general scholastic standing in the entire course, and becomes a part of the student's permanent college record. Once submitted, grades may not be changed unless the result of clerical or procedural error. **A student must request a review/change of grade within 30 days after the end of a semester, or within 30 days following the distribution of grades via WebAdvisor containing the grade that the student wishes to challenge.** (See procedure in the Student Handbook)

The student's grade point average is computed according to this scale:

A	4.0	Student performance is clearly outstanding.
A-	3.7	Performance indicates sharp insights and an ability to integrate and generalize material beyond the context of the course.
B+	3.3	
B	3.0	Student performance is above average, demonstrating a knowledge of facts and an ability to integrate and apply material within

		the context of the course.
B-	2.7	
C+	2.3	
C	2.0	Student performance is average, demonstrating knowledge of course content and exhibiting an ability to apply basic concepts within the context of the course.
C-	1.7	
D	1.0	Student performance is below average, partially fulfilling minimum course requirements. This level of performance may not prepare the student to progress to a more advanced level of study within the subject content or the major. (A grade of D does not satisfy General Education requirements.)
F	0.0	Student performance is unacceptable and does not meet minimum course requirements.

The following are not computed in the GPA:

AU	Audit
CR	Credit given; work C - or better. For field experience and supervised teaching offered by the Education and Psychology Departments, CR signifies B or better in quality. For clinical experience offered by the Bachelor of Science in Nursing, CR signifies a C or better in quality.
I	Incomplete
IP	In Progress; deferred grading for graduate thesis, senior project, or undergraduate research work in progress
NC	No Credit given; work of D or F in quality. For clinical experience offered by the Bachelor of Science in Nursing, NC signifies a C- or below in quality.
NG	No Grade received; issued by the Registrar pending receipt of the final grade
*	Course was repeated at a later date
U	Unauthorized withdrawal
W	Withdrawn
X	Courses taken for Associate degree credit only; not computed in the Baccalaureate degree

Grading Policies

All lower division courses required by the major or minor must be completed with no grade lower than a C- and an overall departmental GPA of 2.0 or above. An exception to this college

policy occurs when a grade of C (2.0) for departmental prerequisites/requirements is mandated by an outside licensing board, e.g., California Board of Registered Nursing.

All upper division courses required by the major or minor must be completed with a grade of C (2.0) or above.

All courses being used to fulfill General Studies requirements must be passed with a grade of C- or better, with the exception of Eng 1A and Eng 1B, which must be completed with a grade of C or better. Courses passed with a grade of D can still count as elective units toward graduation.

Audit

The grading selection of Audit should be requested when a student wishes to preview a course for which he/she will be enrolled at a later date for a grade or to review a course that has already been successfully completed as preparation for further study, or for intellectual curiosity and enrichment. Auditors attend class sessions regularly but are not obligated to take examinations. They receive no credit for courses audited. **Tuition is charged for courses taken as audit.**

Procedures/Requirements for an Audit:

Students must register for an Audit by the end of the first week of the semester on a space-available basis.

Once requested, the Audit status cannot be reversed.

Students must attend a reasonable number of classes in order to receive an AU on their transcript.

Faculty have the option of requesting other requirements in addition to reasonable attendance, such as class participation of students requesting to

audit. A space will be provided on the Audit Request Form where faculty can stipulate the conditions agreed upon for the Audit.

If the conditions of the Audit are not met, the instructor may use the grading option of U (Unauthorized Withdrawal).

Credit/No Credit

To encourage a wider choice of courses by lessening the student's concern for the grade point average, selected courses may be taken for CR/NC. The following regulations apply to this option:

- Courses used to fulfill General Studies requirements may not be taken CR/NC.
- No more than six (6) elective units taken on a CR/NC basis can be applied to the 124 units required for the baccalaureate degree.
- Courses which are only offered on a CR/NC basis are not counted as part of the six units.
- The deadline for changing the grading in a course to CR/NC is the tenth (10th) week of the semester. Consult the academic calendar or the Registrar's Office for the specific date.
- Courses taken on a CR/NC basis may not be applied to requirements for the student's major except at the discretion of the major department.
- Once requested and approved, the request for CR/NC cannot be reversed.

Incomplete

An Incomplete in a course can be granted **only** when a student:

- has fulfilled the majority of the course requirements,
- has a passing grade in course work,

- is prevented from completing the assigned work for serious medical/personal reasons,
- can, in the opinion of the instructor, complete the work within one semester.

Procedures/Requirements for Requesting an Incomplete:

A student requesting an incomplete must obtain the signature and consent of the instructor and the department chairperson or nursing program director, before the last day of class and prior to the day of the final exam.

Faculty must assign a default grade when approving an incomplete. This default grade will be recorded on the student's transcript when a completed grade is not assigned by the instructor within one semester and/or an extension of the incomplete is not processed. If a default grade is not provided by the instructor and the work is not completed, the I will revert to an F.

An *incomplete* may only be extended for one additional semester with the approval of the instructor, the department chairperson or nursing program director, and the appropriate academic dean.

Unauthorized Withdrawal

The designation of Unauthorized Withdrawal (U) may, at the discretion of the instructor, be assigned when the student does not attend a sufficient number of class meetings or instructional hours after the withdrawal deadline. Instructors are encouraged to consult with their department chairs before assigning a grade of U. The U designation carries no connotation of quality of student performance and is not calculated in the grade point average.

Repetition of Courses with C-/D/F/NC Grades

Only courses for which C-, D, F, and NC were assigned may be repeated for a higher grade or CR. Courses that are required for a student's major/minor may only be repeated one time, either at MSMC or at another institution if approved by the department chairperson. In cases of repeated courses, the units are counted once, and the higher grade is computed in the GPA if the course is repeated at MSMC.

Final Exam

All final exams must be taken according to the final exam schedule posted on the Registrar's Office [webpage](#).

Transfer Credit Policies**Transfer Students**

Students transferring into the College bring different backgrounds, goals, education, and experiences. In recognizing this, special efforts are made to provide academic advisement and program planning that build on the learning the student has already acquired. Careful attention is paid to provide assistance in the scheduling of classes so that major requirements as well as college general education requirements are fulfilled. Transfer students are assigned an academic advisor in the area of their major.

Appeals of academic regulations and curriculum requirements are possible where such action seems warranted. Students seeking to appeal regulations, other than course requirements in their major, should obtain a petition from the Registrar's Office. The completed form should be taken to the appropriate dean for approval. Students seeking a substitution or waiver of requirements in their major should obtain the written

approval of the departmental chairperson or nursing program director. Copies of this approval should be placed in the students' permanent files. **Students who wish to challenge their Transfer of Credit Evaluation must do so by the end of their first semester at MSMC.**

Concurrent Enrollment Policy and Transfer of Credit

Once admitted to and enrolled in the College, students are normally expected to pursue study only at Mount St. Mary's College during the Fall and Spring semesters. Students seeking an exception to *Concurrent Enrollment Policy* must file an Academic Petition and Transfer of Credit Clearance Form in the Advisement Office prior to registration at another institution.

Summer School

Matriculated MSMC students may enroll for a maximum of nine (9) units each summer at another accredited institution until their last year at MSMC. **Courses must be approved by the Academic Advisement Center and a Transfer of Credit Form must be completed and approved by the student's advisor before the student enrolls.** The College's residency requirement, which requires that 30 of the last 39 units prior to graduation, need to be taken at Mount St. Mary's College must be honored. **Grades received by Mount students for summer school courses taken at another institution are not included in a student's MSMC grade point average.** The units for courses passed with a grade of C- or above are accepted and the units are counted toward units required for graduation.

Credit by Exam

In selected departments, course credit by challenge examination is available on a limited basis and at the discretion

of the department chairperson or nursing program director. The student must file the approved form in the Office of the Registrar. Only units of CREDIT will be awarded for these examinations (No record of failures will appear on a student's transcript.). All credit awarded in this manner will be so noted on the student's transcript. **A course may only be challenged by examination once.**

CLEP Exam

Students may take externally administered standard proficiency exams such as CLEP (College-Level Examination Program from CEEB) and PEP (Professional Equivalency Program from ACT) in those areas approved by the College. Information about these exams and a current list of approved exams are available from the office of the Baccalaureate Dean. Credit for CLEP or PEP exams taken prior to enrolling at Mount St. Mary's College and which appear on the transcript of record from another college or university will be accepted according to the transfer of credit procedure. If there has been no official awarding of credit, an original transcript from ACT or CEEB must be presented. Students who have taken courses sponsored by the armed forces or other non-collegiate agencies may apply for an evaluation of these learning experiences.

For the Baccalaureate degree, a maximum of 12 units may be secured through CLEP/PEP exams in areas approved by the College. All units earned in this manner are held in escrow until the student has successfully completed 30 units of course work at Mount St. Mary's College.

For the Associate degree, a maximum

of 8 units of credit may be secured through credit by departmental exam and/or CLEP/PEP exams in areas approved by the College. All units earned in this manner are held in escrow until the student has successfully completed 24 units of course work at Mount St. Mary's College.

Dual-Credit

Dual-credit for courses taken at other accredited colleges or universities while in high school is transferable provided that the transferred courses satisfy curriculum and transfer requirements at Mount St. Mary's College. A maximum of 30 semester dual-credit units are transferrable towards a Mount St. Mary's degree.

Advanced Standing

Advanced standing is determined on an individual basis and is not decided until an evaluation of all previous academic work has been completed. Original transcripts must also be submitted for all proficiency or advanced placement credit awards (CLEP, PEP, AP). A maximum of 36 semester units for course work taken in an accredited college is transferable toward the Associate degree. No more than 70 transferable community college units may be applied toward the units required for a Baccalaureate degree.

Students transferring from foreign schools, colleges, and universities must submit original copies of their academic records and translations from an approved translating service. The Admission Office can provide a list of approved agencies.

Credit for courses taken at other accredited colleges or universities is transferable provided that the transferred courses satisfy curriculum

requirements at Mount St. Mary's College. The following courses ordinarily do not transfer:

- Cooperative Education
- Freshman Orientation
- Continuing Education
- Pre-college Math, Writing, Reading
- Directed and Independent Studies
- English as a Second Language
- Special Studies
- Business Skills (typing, shorthand, etc.)
- Selected/Special Topics
- Vocational and Technical Internships, Practicums, Field Work

No more than 2.0 units in physical education and 6.0 units in applied art may be transferred from any college or university.

In the case of courses in which grades of C-, D, or F are repeated, only the better grade will be transferred. In cases where a course in which a grade of C or better has been repeated, only the C will be accepted.

Courses are evaluated by the Advisement Center for general studies applicability. The determination of whether courses transferred into the College may serve as fulfillment of major or minor requirements is made by the appropriate department. Those courses not accepted in the major or minor may count as general electives.

A transfer credit summary and determination of advanced standing will be prepared by the program's designated Transcript Evaluator after all transcripts of all previous college work have been submitted. A final credit summary will be prepared

during the first semester of attendance once all final transcripts have been submitted. Failure to submit required transcripts may prevent students from enrolling in classes. Students may not receive credit for transcripts of prior work submitted after the first semester of attendance. **Students who wish to challenge the transfer credit summary must do so by the end of their first semester at Mount St. Mary's College.**

Probation and Dismissal

Academic Probation

A student is placed on probation for failing to maintain a 2.0 GPA for all courses undertaken in a term. A student must achieve a GPA of 2.0 or higher, based on a minimum of 12 letter-graded units, during the following term in order to continue in the college. For students in the Weekend College, the 2.0 GPA for the following term is based on a maximum of 6 letter-graded units.

Academic Dismissal

A student is subject to dismissal for the following reasons:

- Failure to maintain a minimum GPA of 1.0 during any term,
- Failure to maintain a minimum GPA of 2.0 during a probationary term, or
- Failure to maintain a minimum cumulative GPA of 2.0.

Students are notified by the appropriate academic dean of their dismissal. When extenuating circumstances, such as prolonged illness, account for the disqualification, the student may be permitted, on petition to the appropriate academic dean, to continue on probation for the next term.

Enrollment in the College implies willingness on the part of the student to

comply with the requirements and regulations of the College. If the student fails to comply with these requirements and regulations, or if it is determined by the dean that the student is not able to benefit from the opportunities offered by the College, withdrawal may be requested even though no specific breach of discipline is charged.

Graduation Policies

It is the responsibility of each graduating student to refer to the catalog and to ensure which requirements have been completed and which requirements still need to be completed. A student may not shift this responsibility to an adviser or to the staff of the Registrar's Office.

Application for Graduation

Although a student may have completed all requirements, graduation is not automatic. Students intending to graduate must apply for graduation by filing a graduation application in the Registrar's Office by the published deadline at the start of the term prior to the term of projected completion. (Please see Academic Calendar for published deadline.) If the student should fail to complete requirements by the intended graduation date, the student must immediately request a future graduation date. If a student fails to complete requirements and has not requested the application be moved to a future date, the application shall become canceled, and the student must refile when anticipating degree completion.

Commencement

In order to participate in commencement exercises, a student must be registered for all the courses required to complete degree requirements for graduation. If a

student is granted permission to enroll in a course prior to graduation, at an institution other than Mount St. Mary's College, the transcript must be received by June 30 in order to have the degree posted for Spring.

Participation in commencement ceremony and appearance of name in the commencement program is not official acknowledgement of completion of degree or certificate.

Graduation with Honors

Baccalaureate students refer to *Baccalaureate degree requirements* section of the catalog.

Associate in Arts students refer to *Associate in Arts degree requirements* section of the catalog.

Degree Completion:

Associate of Arts Students

Full-time traditional students continuously enrolled in the MSMC Associate of Arts degree program must complete all degree requirements in six semesters, excluding Leaves of Absence. Failure to complete degree requirements within this time frame would result in dismissal from the College.

Baccalaureate Students

Full-time traditional students continuously enrolled in the MSMC Baccalaureate degree program must complete all degree requirements in six years and/or twelve semesters, excluding Leaves of Absence. Failure to complete degree requirements within this time frame would result in dismissal from the College.

Academic Integrity

Academic Integrity Policy

The academic environment is predicated on truth and integrity. Acts of dishonesty constitute a serious offense to the Mount Community. Acts of academic dishonesty include, but are not limited to, the following:

1. **Cheating:** Cheating of any kind is dishonest. This includes copying other's essays or exams; stealing exams; buying or otherwise procuring new or used exams; having someone else take an exam or write an essay for which you take credit; and any other way you might receive credit for work that is not your own.
2. **Failing to hand in original work:** Using one essay for two different classes is also dishonest. If you have a topic appropriate for two classes, original and separate work must be done for each class, unless approval of both instructors has been obtained. Moreover, co-writing an essay without both obtaining the instructor's permission and acknowledging the other person's help is dishonest.
3. **Plagiarism:** Plagiarism is an act of academic dishonesty. It is a serious academic offense. Plagiarism is using anyone else's ideas and representing them as your own (i.e., not giving appropriate credit). Acts of plagiarism include the following:
 - failure to document and give credit to an original source,
 - paraphrasing another person's ideas without giving credit,
 - using direct quotes without proper recognition of the source,
 - using statistics, facts, or information from a source other than your own original research

without giving credit.

4. **Falsification or misrepresentation:** Falsification of lab or clinical data; clandestine collaboration with others in class presentations or laboratory experiments; alteration of College documents; alteration of instructor's grade sheets/books; misrepresentation on admissions materials; falsification of academic records; forgery; entering computer accounts other than one's own without prior consent of the owner; entering or deleting information without permission are all academic offenses.
5. **Theft:** Theft or mutilation of library or media materials; computer or media equipment; records or other College documents (such as examinations, assignments; gradebooks or other course materials); or theft from any member of the academic community are all acts of academic dishonesty.

Consequences: Actions such as these should incur, in proportion to the gravity of the offense, appropriate action on the part of the instructor or College representative. The penalty for an act of dishonesty could range from a grade of F on an examination or assignment, a reduced or failing grade for the course in question, probation, suspension or expulsion from the College. Repeated acts of academic dishonesty will be treated more gravely.

Appeal Procedure: Any student of the College has the right to appeal any decision resulting from a perceived act of academic dishonesty. The Academic Integrity Board should be consulted in the case of an appeal or whenever a case involving academic dishonesty has not been resolved at a lower level.

Military and Veteran Student Services

Veteran Affairs

Mount St. Mary's College is approved by the Bureau of Private Postsecondary and Vocational Education (BPPVE) to certify veterans and other eligible persons so they may use their education benefits. We adhere to the guidelines for Institutions enrolling and certifying veterans and other eligible persons: develop standards for maintaining adequate records, policies for satisfactory progress, previous education and training, conduct, attendance, and graduation requirements and all other requirements in accordance with Code of Federal Regulation (CFR) 21-4253.

Certifying Officials

The Certifying Official for Mount St. Mary's College is responsible for the accurate and prompt certification of enrollments and changes in enrollment of eligible students to the VA. The certifying official is an employee of Mount St. Mary's College, not the VA. The certifying official cannot determine eligibility for VA Educational Benefits.

For more information on your Veteran Affairs Certification, contact the Registrar's Office.

International Students

Mount St. Mary's is certified to issue the I-20 form required for an F-1 student visa to study in the United States. To secure an I-20, the student must be admitted to the college and show proof of ability to meet all academic and personal expenses while in the United States. See International Student Admission Procedures for more information on how to apply.

International students enrolled in a traditional undergraduate program must enroll in at least 12 units per semester (Fall and Spring), while those in the ADN program must enroll in at least 8 units per semester (Spring, Fall and Summer) in order to maintain F-1 visa status. For all other purposes, such as Financial Aid, academic, private lenders, enrollment verification and reporting, F-1 undergraduate students are expected to enroll in a minimum of 12 units per semester.

It is the responsibility of the F-1 Visa Student to maintain lawful status.

Associate in Arts Degrees

Through the Associate in Arts Program students have the opportunity to develop academic competencies. Faculty and staff offer learning support in their specialized fields and show concern for the individual student. The fundamental goal of this program is to provide knowledge and skills for an enriched life and the foundation for further education. Students in the AA Program also are able to explore various options in determining careers and the skills necessary for employment.

All courses are transferable to the Mount St. Mary's College Baccalaureate degree program unless otherwise stated. Students wishing to transfer to other four year campuses should consult the colleges of their choice about the transferability of courses.

Students who enter the Associate in Arts degree program are required to complete a series of tests including reading, writing and math prior to registering for classes. These proficiency tests must be passed before students may receive their AA degree or transfer to the Baccalaureate degree at the Chalon Campus.

Specializations in the AA Liberal Arts degree are designed to prepare students for transfer to a Baccalaureate program or employment upon graduation.

Four semesters are usually required to complete the AA degree. Students with academic deficiencies may need an additional semester. Students may continue in the AA program for 6 semesters in order to fulfill requirements to graduate or to transfer to the Baccalaureate program. Students must be enrolled in an English course

every semester until they have successfully completed ENG 6A and 6B and/or ENG 1A and 1B.

Majors Offered

Mount St. Mary's College confers the Associate in Arts degree with the following majors:

Business Administration
Early Childhood Education
Graphic Design
Health and Human Services
Liberal Arts
Media Communication
Nursing (ADN program)
Pre-Health Science

A complete description of the requirements for each major as well as course descriptions may be found in the Courses of Instruction section of this catalog.

Students are governed by the catalog under which they enter MSMC. If subsequent catalogs have changes in major/minor or general studies requirements, which are in the students' favor, they may be substituted at the option of the student. Changes in College policies and procedures apply to all students.

Academic Policies

Graduation with Honors (Associate in Arts Degree)

Graduation With Honors shall be granted to a student who has earned the Associate in Arts degree and achieved a cumulative 3.5 grade point average at the end of term prior to the last term of attendance.

The student's grade point average will be calculated on the basis of grades earned at Mount St. Mary's College, as well as college course credits and grades earned prior to the time of matriculation.

Courses completed at another institution after matriculation are not computed into the cumulative grade point average with the exception of approved exchange programs.

Inter-Program Transfer

Mount St. Mary's College offers students who begin their studies in the Associate degree program the opportunity to transfer to the Baccalaureate program. Students wishing to transfer must have completed two semesters at MSMC with a 2.4 grade point average, have passing scores on the proficiency tests, have completed ENG 1A, and take the following steps:

1. The requirements and the Program Change Application can be accessed through the MSMC website, by clicking on: Academics, Undergraduate Associate Programs. Obtain the signatures of the academic advisor, the testing coordinator (LRC), and the inter-program transfer coordinator.
2. If requesting to transfer to the Liberal Studies major, have the transfer form approved by the Liberal Studies Advisor.
3. Have completed ENG 1A and be enrolled in ENG 1B (if not already completed) during the first semester at the Chalon Campus.
4. Submit this form to the Inter-Program Transfer Office to obtain verification of transferable units and cumulative GPA.

Students who transfer prior to receiving their AA degree cannot request it retroactively.

However, if a student is missing no more than 6 units to earn an AA degree and has a minimum cum GPA of 2.4,

she may be granted permission to take all of her classes at the Chalon Campus. The student needs to have applied to graduate at the end of the semester and speak to her advisor and the Interprogram Transfer coordinator about her desire to earn an AA degree. She will still be considered an AA degree seeking student (a Doheny student) during that semester. She will apply for an interprogram transfer into the Baccalaureate program during that first Chalon semester.

Students will be notified of their preliminary acceptance into the Baccalaureate program by the Intercampus Transfer Office. Students will be notified of final approval after the verification of semester grades.

Integration of Theory and Practice

The Associate of Arts program integrates theory and practice in an endeavor to relate personal growth and learning to the more practical aspects of life. Opportunities for experience can occur both inside and outside the college.

The Introduction to College Studies course (SPR 85) facilitates the incoming student's adjustment to the demands of college life by teaching skills for personal effectiveness and presenting strong female role models in various careers. Students work in small groups with staff and peer counselors to discuss concerns, explore values and goals, and practice communication skills.

Social Action/Fieldwork extends the learning process beyond campus limits. The student becomes aware of important issues in society. Opportunities are offered for career-related experiences and the blending of theory and practice. In Social Action or

Service Learning courses, the student performs supervised volunteer services such as tutoring, hospital volunteer work, child care, home visiting, and the like. In Field Work the student engages in supervised fieldwork as determined by the major.

Associate in Arts Degree Requirements

1. Completion of at least 60 semester units with a grade point average of 2.0 (a C average) for all college work undertaken at Mount St. Mary's College.
2. Residency Requirement: 30 of the last 39 units must be taken at MSMC
3. Required Courses

Required courses:

Communication Skills - GS I (minimum of 6 units)

ENG 6A/B	Written Communication and Analytical Reading	(3,3)
	or	
ENG 1A/B	Freshman English	(3,3)

Critical Thinking - GS II (0 units)

Arts and Sciences - GS III (minimum of 9 units)

Must be at least three units from three of the following categories:

A/B. Art, Music, Literature

ART 2	Design I	(3)
ART 5	Fundamentals of Art	(3)
ART 7	Experience in the Visual Arts	(3)
MUS 6	Varieties of Music	(3)
ENG 12	Literary Analysis	(3)
ENG 15	Literature & Society	(3)
ENG 16	Literature & the Human Experience	(3)
ENG 17	Literary Focus	(3)
ENG 25	Mythmaking: Quest for Meaning	(3)
ENG 27	Women in Quest	(3)
ENG 28	Contemporary Issues in World Literature	(3)

C/G. History, Contemporary Economics, Politics

HIS 1A	Western Civilization I	(3)
HIS 1B	Western Civilization II	(3)
HIS 25	Geography	(3)
HIS 75	Contemporary America	(3)
ECO 2	Macroeconomics	(3)
POL 1	American Government	(3)

D. Natural, Physical Sciences

BIO 5	Life Science	(3)
BIO 10	Health Science	(3)
BIO 50A	Anatomy	(4)
BIO 50B	Physiology	(4)
PHS 1	Scientific Concepts	(3)

F. Social, Behavioral Sciences

ECO 1	Microeconomics	(3)
POL 2	Introduction to World Politics	(3)
PSY 1	General Psychology	(3)
PSY 12	Child/Human Development	(3)
SOC 1	Introduction to Sociology	(3)
SOC 6	Family, Child and Community	(3)

Language & Culture - GS IV (0 units)

Religious Studies - GS V.A (minimum of 3 units)

RST 21	Contemporary Catholicism	(3)
RST 23	Spiritual Journeys of Women	(3)
RST 25	Theology of Marriage and Family	(3)
RST 41	Intro to Christian Ethics	(3)
RST 45	Contemporary Issues in Christian Ethics	(3)
RST 61	World Religions	(3)
RST 70	Faith and Human Development	(3)
RST 78	Death and Afterlife	(3)

Philosophy - GS V.B (minimum of 3 units)

PHI 5	Intro to Logic	(3)
PHI 10	Critical Thinking	(3)
PHI 15	Intro to Philosophy	(3)
PHI 16	Philosophy Through Culture	(3)
PHI 21	Moral Values & Ethical Decisions	(3)
PHI 92	Intro to Business Ethics	(3)

Diversity - GS VI (minimum of 3 units)

ART 5	Fundamentals of Art	(3)
ENG 27	Women in Quest	(3)
HIS 25	Cultural Geography	(3)
MUS 6	Varieties of Music	(3)
PHI 15	Challenges in Philosophy	(3)
PHI 21	Moral Values	(3)
PHI 92	Business Ethics	(3)
POL 2	Introduction to World Politics	(3)
RST 61	World Religions	(3)
RST 78	Death and Afterlife	(3)
SOC 1	Introduction to Sociology	(3)
SOC 6	Family, Child and Community	(3)

Quantitative Literacy - GS VII (minimum of 3 units):

At least 3 units from either category A. Quantitative Literacy 1 (QL1)

BUS 16AB	Accounting Principles I,II	(4,4)
MTH 50	Elementary Number Systems	(3)
NUR 20	Adaptation Model Nursing Theory	(2)
NUR 30	Pharmacology	(2)
PHI 5	Introduction to Logic	(3)
PHI 10	Critical Thinking	(3)

B. QUANTITATIVE LITERACY 2 (QL2)

MTH 1	Pre-Calculus with Trigonometry	(4)
MTH 10	Quantitative Reasoning and Mathematical Ideas	(3)
MTH 28	Mathematical Analysis for Business	(3)
MTH 38	Elements of Probability and Statistics	(3)
MTH 51	Elements of Geometry and Statistics	(3)
PHS 1	Scientific Concepts	(3)
PSY 40	Basic Statistical Methods	(3)
SOC 38	Social Statistics	(3)

4. **Required Course:** Introduction to College Studies (SPR 85) is required of all freshmen entering college with fewer than 24 units.

5. **Required Course:** A student is required to have at least one unit of Social Action (SPR 60) or a course with service learning (SOC 1) or a course with an internship or field

work (eg. EDU 39).

6. **Double counting:** A course may not fulfill more than one category in Area III. At most three units of the nine unit minimum in Area III may be double counted in other General Studies areas.

7. SOC 1 may triple count for the following General Studies requirements for the AA *degree only*: Social and Behavioral Sciences - IIIF, Diversity - VI, satisfaction of Social Action requirement.

8. Completion of program requirements. (Listed under departments.)

9. A maximum of four units of SPR and PED combined may be applied to requirements for the Associate degree.

10. For the Associate degree, 24 semester units must be completed during the last two semesters at Mount St. Mary's College. Of these, a minimum of 12 semester units must be in students' major and earned in regular course work.

11. In order to participate in commencement exercises, students must have completed all requirements for graduation.

12. Skill in writing, reading, and basic math evidenced by passing scores in proficiency tests.

13. The student must file a graduation application in the Registrar's Office by the end of the term prior to the term of completion.

Academic Support Services

Academic Advisement Center

The Academic Advisement Center coordinates all advisement for the traditional undergraduate programs at both Chalon and Doheny campuses. All students are assigned an advisor with whom they plan their academic programs. The advisor assists in clarifying the requirements in the general studies program and major department. Students must meet with their advisor at least once each semester in order to register for classes for the following term. Entering students meet with an advisor at Orientation to discuss their first semester courses at the Mount. Placement testing sessions to determine proper course placement are held during the summer prior to New Student Orientation. Information regarding Orientation is sent to new students after tuition deposits have been made.

To further serve the student's advisement needs, the Academic Advisement Center functions as a drop-in office for on-going guidance and referral services. Help in understanding and following college policies is always available. The staff, along with student assistants, provides information on many aspects of college life and can clarify many academic procedures. Although the individual faculty advisors and the Advisement Center staff make every effort to provide advisement for the student, it is ultimately the student's responsibility to see that all procedures are followed and requirements fulfilled.

Learning Resource Center

The Learning Resource Center conducts the English Skills Labs, supervises students still working for achievement in reading, writing, and math proficiencies, and provides tutors for general areas of the undergraduate curriculum. Students in developmental English writing classes spend an assigned hour a week receiving instruction in diagnosed grammatical and compositional skills not yet mastered. With tutors, computer or AV aids, students also work to acquire a certain proficiency in reading, writing, and basic math. Students may also request a tutor or organize a study group for other areas of the curriculum, e.g., psychology, philosophy, sociology, math, general science, religious studies, etc.

Students are encouraged to make appointments for any extra time they may need, but occasionally drop-ins can also be accommodated.

Skills Programs

The ability to communicate is one of the basic tools of learning. A student must be able to receive and to transmit information accurately. This process involves reading, writing, speaking, and listening, as well as understanding non-verbal messages. A student must be able to think logically and practically apply critical thinking to real scenarios and situations at hand. In order to facilitate the acquisition of these tools, the following programs are offered:

College Skills

Specialized courses in areas such as study skills, reading, math, and English are provided for students whose

previous performance and/or test results indicate they might experience academic difficulty. These courses are required for students who are academically underprepared.

Summer Skills Workshop

The Workshop in Study Skills, offered prior to freshman year, enables interested students to get a better start in their college careers. Students receive one unit of AA credit for successfully completing a class in study skills and two other classes chosen from classes in writing, math, reading, and studying the sciences.

Library Facilities

The Charles Willard Coe Memorial Library, located on the Chalon Campus, is the principal library of Mount St. Mary's College. Constructed in 1947, the Coe Library houses the majority of print library materials for both campuses.

The J. Thomas McCarthy Library on the Doheny Campus is housed in the Sr. Magdalen Coughlin Learning Complex. In addition to the library, this building houses the Education Department's Center for Cultural Fluency and, adjacent to the library, the 24-hour Kelly study room.

The libraries serving the two campuses currently hold over 130,000 titles and carry subscriptions to about 1000 print periodicals titles. (The OIT-administered IMTC contains over 5500 titles of non-print media material.) Print and non-print materials are lent from one campus to the other to accommodate the changing curriculum and to meet the needs of faculty and students, who are also permitted to use both collections in person. Our libraries provide access to Link+, a

consortium collection of over 15,000,000 unique book titles, and hold subscriptions to over 40,000 web-based book and periodical titles in all academic subjects. Please consult the Libraries' Research Resources WebPages for a list of current subscriptions.

Computer Labs

The main student computer lab on the Doheny campus is located in Bldg. 3, room B-104, has 25 networked DellHP workstations. The majority of workstations have the Windows XP Pro (or newer) operating system and printers available, email access, word processing, and internet access. The computer lab is available on a walk-in, space available basis. Lab assistants are generally available during lab hours to assist with questions and equipment needs. The lab is open daily Monday through Saturday and Weekend College Sundays for student use.

A.A. Student Cross-Enrollment at Chalon

Associate of Arts students may take a limited number of units in the baccalaureate program. Ordinarily students admitted to the AA Program do not take classes at Chalon during their first semester. However, if there is need for a sequence course such as biology, chemistry, math, or music, a maximum of eight units may be taken during the first two semesters. Unless noted in program requirements, AA students do not take upper division courses until completion of ENG 1B. (Chalon students have priority registration for Chalon classes; Doheny students for Doheny classes.)

After two (2) semesters in the AA Program, students with a 2.4 cum GPA may take a maximum of seven (7)

units in the baccalaureate program during their third semester and as many as nine (9) units during their fourth semester.

Student Affairs

Student Affairs is here to provide you with the opportunities, experiences and support that make your education a complete and successful endeavor. This happens through a wide variety of co-curricular offerings in multiple departments, including the Ambassador Program, Campus Ministry, Career Services and Internships, Community Engagement, Counseling and Psychological Services, Fitness Education, Health Services, Learning Assistance Programs, Orientation, Residence Life, Security, Student Programming and Commuter Services, the Student Newspaper (The Oracle), and Women's Leadership. We encourage you to get involved in any of our programs. The Student Affairs Office also publishes the Chalon Student News so that you can always find out what's going on in student life. If you have any problems or concerns come to Student Affairs and we will do our best to assist you.

Campus Ministry

Campus Ministry invites students to deepen their awareness of the spiritual dimension of life, which is the heart of a Mount St. Mary's education. We are Catholic in our roots and vision, and welcome the opportunity to serve students of every religious affiliation or none at all. We respect the freedom of each person's conscience and unique path, while offering the rich resources of the Catholic tradition.

The mission of Campus Ministry is (1) to support the Catholicity of the

college, in the tradition of the Sisters of St. Joseph; (2) to support the spiritual development of the entire Mount community, and (3) to foster educated, committed service to both Church and society.

The Campus Ministry team is comprised of professional and student Ministers. Together, we work to provide opportunities for many aspects of Worship, Spirituality, the building of Community-on-Campus, Festivities, Service to others and action for global Justice. We offer assistance to those who are thinking about becoming Catholic, or about being baptized, confirmed, or receiving first communion. We are here to provide you with support and care in the joyful and the challenging times of your life.

Everyone is invited to come by to talk, or to participate in our many programs – and new ideas are always very welcome!

Campus Security

For the safety and security of all students, faculty, and staff, Universal Protection Service is contracted to provide security coverage for the Chalon and Doheny Campuses. Security functions 24 hours a day 7 days a week. Concerns regarding security can be reported to the Director of Campus Security by calling (310) 954-4084 at Chalon or (213) 477-2995 at Doheny or by calling Student Affairs (H200) at (310) 954-4130 or Building 7 at (213) 477-2570.

Security Officers are located at each Main Entrance Kiosk at all times. All vehicles entering the campus in the evening are required to stop at the entrance of the College and provide the Officers their intended destination. Mount St. Mary's College students,

faculty, staff and guests must show current I.D. or a parking decal. All visitors (including escorted guests) must show a valid form of identification and will be logged in. Only those with valid identification will be allowed onto campus.

Both campuses utilize foot and vehicle patrols 24/7 in order to provide you with the safest possible college experience. All students are encouraged to notify Campus Security if they notice anything out of the ordinary or witness unsafe activity by any member of the Mount Community.

For more information on the Department of Campus Security, please visit:

www.msmc.la.edu/student-life/departments-of-campus-security.asp.

Career Services and Internships

Career Services & Internships provides students with the opportunity to explore different majors and career options utilizing a variety of resources and services including career counseling, career and personality assessments, career library, handouts, career planning courses and innovative, hands-on programming. Part-time, full-time, internship and volunteer opportunities are available on the Mount's on-line Career Network, at: www.mountcareernetwork.com. There is also a LinkedIn group that helps connect students with alumnae employers called: Mount St. Mary's College: Students & Alumnae via LinkedIn.com.

A professional staff works with students to prepare them for internships and employment

opportunities by reviewing resumes and cover letters, assisting with developing interviewing techniques through mock interviews, and providing information on how to conduct a successful job search. Several programs are offered throughout the year including an on-campus career fair, graduate school fair, nursing career panels, etiquette dinner, career-related workshops on graduate school, interviewing, resumes and cover letters, and job search and social media resources. Our office also supports students in their major and career exploration through two assessments called the Strong Interest Inventory and the Myers-Briggs Interest Inventory.

Commuter Services

Commuter students are an active and important part of the Mount community. Programs and services offered through our office are available to all full-time traditional undergraduate students. The following information is provided to keep commuter students informed of services and activities on campus:

Doheny Commuter Services

Doheny Commuter Services serves as the primary liaison between commuter students and the college. We also sponsor events for commuter students and provide information on community resources and off-campus housing. Our office is located in Building 7. The Commuter Services Staff looks forward to meeting you and serving you during your time at Mount St. Mary's College.

Commuter Lounge: Located in the Wigwam near Ahmanson Weingart Hall (Building 4), amenities include couches, desks, tables, a pool table,

refrigerator, microwave, television, computers with internet access, and access to the Fitness Center.

Computer Access: In addition to the computers available in the Wigwam, computers with internet access are also available in Building 3 and the Library.

Informational Bulletin Boards: Information regarding MSMC's Commuter Services can be found on bulletin boards located in the Wigwam and 1st Floor of Ahmanson Weingart Hall (Building 4) and on kiosks located throughout the campus.

Lockers: Lockers are available for commuter students at no charge. Students are able to use their locker for the entire academic year, and all items must be removed by the last day of the Spring semester. Any items left in lockers after this deadline will be discarded. Please visit Building 7 to sign up for a locker.

Meals: Commuter students can save money by purchasing a meal plan. There are four meal plan options and plans can be purchased online at <http://www.cafebonappetit.com/menu/your-cafe/themount/meal-plans/>, or at the food services office located in Ahmanson Commons 2nd Floor.

Student Carpool: For those who are environmentally conscious and looking to save on the cost of gas, we have a student carpool program available. Commuter students can register to participate in the carpool program in Building 7. There is a parking permit rebate for students who participate in this program.

Study/Gathering Areas: The campus offers a number of gathering and study areas for commuter students. Locations include the Wigwam, Library, Ahmanson Commons (open 24 hours a

day, 7 days a week) and the 24-Hour Room (located next to the Library).

Traffic and Transportation: Check the latest traffic conditions before leaving the Mount or access the Metro website for alternative means of transportation by visiting the Commuter Services website at www.msmc.la.edu/student-life/living-on-off-campus/commuter-services/commuter-services-programs.asp

Community Engagement Office

In the spirit of the mission of Mount St. Mary's College, the Office of Community Engagement offers MSMC students off-campus service and learning experiences in partnership with local organizations that promote human and neighborhood development. Community Engagement works collaboratively with MSMC students and faculty, along with non-profit organizations, to promote healthy, socially-just communities in the greater Los Angeles area. All Mount students are encouraged to participate in a variety of service opportunities in order to gain awareness of issues impacting our society, to assess their own learning through reflection and structured experiences, and to become life-long committed advocates for social justice. The benefits for all include MSMC students enhancing their understanding and benefiting from their responsibilities as learners, caregivers, citizens and leaders.

Counseling and Psychological Services (CPS)

MSMC recognizes that emotional health and personal growth are essential components of a successful academic experience. The mission of Counseling and Psychological Services

(CPS) is to enhance the emotional growth of students by promoting balanced lifestyles, positive self-esteem and essential life skills with an emphasis on the development of the whole person. CPS provides psychological counseling services and psychoeducational programs for students, as well as responsive consultation to the college community. In counseling, students discuss issues such as stress, anxiety, depression, academic concerns, family and relationship problems, grief, loneliness, eating issues, alcohol/drug problems, dating violence and self-esteem difficulties. Counseling services are available to current MSMC full-time traditional undergraduates, accelerated nursing students, and physical therapy graduate students. After the initial appointment, a recommendation will be made for individual counseling, group sessions, or referrals to services in the community. Our counseling is short-term, not to exceed ten sessions per academic year as determined by your counselor. It may be in the best interest of the client to receive long-term therapy, specialized treatment or other referrals; in these cases, students will be referred out to services in the community.

All sessions are confidential in keeping with professional ethics and state laws. Information about clients is not shared with their families, the faculty, college administrators, or anyone else without the student's written permission. The exception to this policy is when limited disclosure is required by law to protect the student or someone else from harm. Counseling and Psychological Services is staffed by licensed psychologists, advanced doctoral level interns, and postdoctoral fellows.

Fitness Education

Mount St. Mary's College is committed to graduating well-balanced women and men with a strong sense of self and physical well being. The Fitness Education Department offers two programs that complement the academic program: the physical education courses offered for academic credit, and a wellness and fitness program, including nutrition. The two programs together provide students with the opportunity to attain, improve and/or maintain their physical fitness, attend informative workshops on wellness and fitness, participate in recreational activities on or off the campus, and participate in intramural volleyball, basketball, and tennis programs. Facilities include a pool, fitness center equipped with cardiovascular and weight training equipment, and a tennis-basketball-volleyball court.

Institute for Student Academic Enrichment (ISAE)

ISAE is a federally funded Student Support Services/TRIO program designed to assist first-generation, low-income and/or disabled students in achieving their maximum potential in higher education. ISAE provides eligible students academic advisement, peer tutoring and mentoring, career and personal counseling, financial aid information, workshops and leadership and cultural enrichment opportunities. ISAE is located in Building 7 at Doheny.

Orientation / First-Year Seminar

The Orientation program is designed to assist entering students with their transition to Mount St. Mary's College and to enhance their success at college. Orientation includes an introduction to both the academic and student life aspects of the college and provides for

the interaction of new students with faculty, staff, and current students. Orientation for new first-year students is held in the summer with separate activities for parents. Orientation activities include activities to help increase their preparation for college. In addition, placement testing, advisement, and course registration are available.

First-year students continue their orientation to the college in SPR 85 (Introduction to College Studies), a one-unit seminar course taught in the fall semester. This class is designed to facilitate the transition from high school to the college environment and provides opportunities to become more familiar with college resources, policies and procedures, study skills, and other strategies for college success.

Residence Life

Traditional Undergraduates

Living on the Mount St. Mary's Chalon or Doheny campus can be an enjoyable experience, providing a unique opportunity for individual and group participation in residence hall life. Living and learning occur throughout the residence hall system and life in the halls complements the academic life of the classroom. Living in the Residence Halls provides opportunities to participate in many activities. A variety of programs and services will be available to you, allowing you to develop personally, spiritually, intellectually, socially, and culturally. Only full-time traditional undergraduates may live in undergraduate housing. For more detailed information on Residence Life guidelines, policies and procedures see page 25 of Student Handbook.

Accelerated Nursing and DPT On-Campus Housing

Living at the Doheny campus improves academic performance and enhances student enjoyment and success at Mount St. Mary's. Living on campus provides students more frequent and wider ranging contact with faculty, staff and fellow students. It is easier for students to participate in college events and have access to diverse experiences and people. For more detailed information on Acc. Nursing and DPT Residence Life guidelines, policies and procedures visit www.msmc.la.edu/student-life/living-on-off-campus/residence-life.asp.

An off-campus housing referral listing is available through the Student Activities and Commuter Services Office.

Student Ambassador Program

The Student Ambassador Program is one of MSMC's partnership programs designed to motivate inner-city high school students to complete high school and aspire to a college education. The ambassadors help high school students understand what skills they need to acquire and what courses to take to qualify for college admission, and assist them with identifying appropriate colleges to which they can apply, completing admissions applications and researching financial aid. The program provides leadership and service opportunities to Mount students by engaging them in outreach in the Los Angeles area. Currently, ambassadors serve in 40 high schools, 5 middle schools, and several Los Angeles City housing developments. By helping these high school students to plan for college, improve study skills and envision satisfying and rewarding careers, Mount students are able to

give back to the community while developing their own counseling and time-management skills. The Student Ambassador Program continues a long-standing Mount tradition of service to the local and world community.

Student Health Services

Mount St. Mary's College Health Services Department offers a broad range of services to both resident and commuter students. Emphasis is placed on preventive medicine and on positive health practices which will become a part of each student's lifestyle. Health education programs designed to assist students in developing values and skills related to achieving a high level of health are presented each semester.

Regular, full-time students at the Doheny Campus who pay the Comprehensive Student Fee may access Student Health Services at both the Doheny and Chalon campuses. The Doheny Health Office is staffed by a Registered Nurse who is available to provide treatment of minor illness and injuries, health references, health teaching, immunizations and laboratory testing. Appointments are also available with the Nurse Practitioner who is scheduled at the Doheny campus weekly.

The Chalon Health Center is staffed by nurse practitioners, nurses and specially trained students. Services include diagnosis and treatment of illnesses and minor injuries, physical examinations, health teaching, immunizations, and laboratory testing. Appointments may be made throughout the week. Students who pay the Comprehensive Student Fee may see a medical provider or nurse at no expense. There may be minor charges for laboratory testing and medications. When the Student Health Center is

closed, a Medical Provider is on-call and available for consultation.

The Medical Director and physicians from the Peak Health Medical Group provide oversight, consultation and clinical review at both campuses.

Incoming freshmen and transfer students, both resident and commuters, must submit a current health history and physical examination prior to entrance. Proof of current immunizations and TB skin testing are also required for admission. Additional health requirements exist for students enrolled in programs with clinical affiliations.

All full-time, regular students are required to carry Health and Accident Insurance. Please see the expense listings at the beginning of this catalog for additional information regarding health insurance available through Mount St. Mary's College.

Women's Leadership Program (WLP)

The Women's Leadership Program offers many opportunities for leadership skill building and development in order to prepare students as leaders in their communities and future careers. Students are encouraged to develop and strengthen their personal, team, group, and citizen leadership skills throughout their time at the Mount. Programs and services offered through our office are available to all full-time traditional undergraduate students.

The Associated Student Body (ASB) on each campus is housed in the Women's Leadership Office. ASB serves as the student government designed to promote and work for the needs of students and the Mount community. Information regarding student clubs and organizations can

also be found in this office. Resources and services are available for all recognized MSMC clubs/organizations.

Students have the opportunity to document their co-curricular activities in the form of a Leadership Portfolio. Freshmen and sophomore students may also apply at the beginning of each year to be part of the Leadership Scholar Program. Students in the program have opportunities to develop their leadership potential by taking courses and participating in group service projects and other developmental experiences.

The WLP also sponsors the Leadership Conference and Leadership Boot Camp. In addition, we offer workshops on a variety of leadership topics and an extensive resource center that features experiential learning activities, self-paced training modules and books on leadership and women’s history.

Orientation for new students is also coordinated through this office. Current students can apply to be summer Orientation Leaders. O-Leaders act as guides to new students during the orientation program by answering questions and introducing them to college life.

The following courses in Leadership are taught by program staff:

LWS 1A	Introduction to Leadership Concepts	Year-long course/Fall & Spring
LWS 1C	Orientation Leader Training	Spring
LWS 5	Leadership in Action	Spring

Baccalaureate Degrees

The Bachelor of Arts with majors in:

American Studies
 Applied Psychology (*Weekend College only*)
 Art
 Biological Sciences
 Business Administration
 Chemistry
 Child Development
 English (*including Weekend College*)
 English and Business Administration (*including Weekend College*)
 Ethics and Society
 Film and Media
 French Studies
 Gerontology (*including Weekend College*)
 Global Politics
 Healthcare Policy
 History
 Journalism and New Media
 Liberal Arts (*Weekend College only*)
 Liberal Studies (*for elementary teaching credential students*)
 Mathematics
 Music
 Philosophy
 Political Science
 Psychology
 Religious Studies (*including Weekend College*)
 Sociology (*including Weekend College*)
 Spanish and Business Administration
 Spanish Studies

The Bachelor of Science with majors in:

Biochemistry
 Biological Sciences
 Business Administration (*Weekend College only*)
 Chemistry
 Criminology (*including Weekend College*)

Film, Media and Social Justice
 (*including Weekend College*)

Nursing
 Social Work (*including Weekend College*)
 Sociology (*including Weekend College*)

Individually Designed Major

The Individually Designed Major is available to students interested in giving further creative direction to their own education. These students are encouraged to utilize alternative modes of education and to assume leadership in initiating educational and cultural experiences. Admission to the Individually Designed Major presumes the ability on the part of the student to engage in independent study. Freshmen are eligible to pursue an IDM after the successful completion of their first semester at Mount St. Mary's College.

Information is available in the Advisement Center and from the Baccalaureate dean.

Baccalaureate Degree Requirements

1. Completion of at least 124 semester units with a grade point average of 2.0 (C average) for all college work undertaken at Mount St. Mary's College. A minimum of 45 semester units must be in upper division work.
2. Completion of a major, as designated by the major department.
3. Satisfaction of the senior residence requirement. Residence is defined as 30 of the last 39 units before graduation must be taken at Mount St. Mary's College. A minimum of 12 upper division units must be in the student's major and earned in regular course work at Mount St. Mary's

College.

4. Completion of a Mount St. Mary's College General Studies program.
5. Required Course: Introduction to College Studies (SPR 85) is required of all freshmen entering college with fewer than 24 units.
6. Must file a graduation application in the Registrar's Office by the published deadline at the start of the term prior to the term of projected completion. (See academic calendar for published deadline.)

In order to participate in commencement exercises students must be registered for all courses needed to complete degree and college requirements. If a student is granted permission to enroll in a course prior to graduation at an institution other than Mount St. Mary's College, the transcript must be received by June 30 for a spring graduation date.

All courses used to fulfill General Studies requirements must be passed with a grade of C- or above, with the exception of Eng 1A and Eng 1B, which must be completed with a grade of C or better and Eng 5H with a grade of B or better.

A student is governed by the catalog under which he/she enters MSMC. If subsequent catalogs have changes in major/minor or General Studies requirements, which are in the student's favor, they may be substituted, by the department chair, at the option of the student. Changes in College policies and procedures apply to all students.

General Studies Curriculum

An educated person is one who is not only academically prepared in an area of specialization but also one who has knowledge and appreciation of the diverse fields of human endeavor. To achieve this, a student is expected to explore areas of learning outside the major through the General Studies curriculum. The College has adopted the following components of a liberal education as fundamental in developing excellence of mind and spirit. The components are integrated into the educational program, and into the General Studies Curriculum, in a way that enables the growth of students as free, imaginative, and responsible human beings, sensitive and responsive to the needs of the human person and human society. These components are:

1. effective written expression of ideas;
2. effective oral communication;
3. analysis of assumptions, methods of argumentation, values;
4. problem-solving: defining problems, identifying issues; organizing, analyzing, synthesizing ideas; comparing, contrasting ideas; decision-making;
5. understanding of personal and group behavior;
6. effective participation in a group or organization;
7. sense of history as providing perspective for interpreting human events;
8. sense of literature as reflecting and interpreting human experience;
9. understanding of and appreciation for music and the visual arts;
10. curiosity about and a spirit for

investigating the natural universe;

11. ability to recognize patterns of thought used in science and mathematics;
12. understanding of the impact of advancing technology on human society and culture;
13. understanding of social classes and social structures in diverse societies;
14. understanding of contemporary economic, social, and political issues;
15. understanding of criteria and standards to assess personal moral values and ethical judgments;
16. openness to understanding of and respect for philosophical, religious, and ethnic diversity;
17. awareness of the religious and spiritual dimensions of human existence.

General Studies Requirements

The following structure and content for the General Studies Curriculum applies to Bachelor degrees except that there is no modern language requirement for the Bachelor of Science degree. **Students may not take general studies courses on a Credit/No Credit basis. All courses used to fulfill General Studies requirements must be passed with a grade of C- or above, with the exception of Eng 1A and Eng 1B, which must be completed with a grade of C or better, or Eng 5H with a grade of B or better.**

The college policy on challenge examinations will prevail in the General Studies Curriculum.

Communication Skills (minimum 7 units) - GS I:

A. Written (6 units)

ENG 1A/B	Freshman English (<i>Completion with a grade of C or better</i>)	(3,3)
ENG 5H	Freshman Honors English (<i>When completed with grade of B or above, fulfills entire Written Communication requirement.</i>)	(3)

B. Oral (1-3 units)

SPE 10	Introduction to Communication	(2)
SPE 12	Business and Professional Communication	(1)
POL 133	Moot Court	(1-3)
POL 134	International Organization-MUN	(3)
POL 135	Selected Problems in International Organization	(3)
SOC 30	Human Communication	(3)

Critical Thinking (minimum 3 units) - GS II:

BIO 151	Medical Physiology	(4)
NUR 138	Research in Nursing	(3)
PHI 5	Introduction to Logic	(3)
PHI 10	Critical Thinking	(3)
PHI 155	Symbolic Logic	(3)

Arts and Sciences (minimum 21 units) - GS III:

At least one course must be taken in each of the following categories (A - G):

A. Art or Music

ART 2	Design I	(3)
ART 3/103	Visual Thinking	(3)
ART 5	Fundamentals of Art	(3)
ART 7/107	Experiences in the Visual Arts	(3)
ART 170	History of Art: Ancient thru Medieval	(3)
ART 171	History of Art: Renaissance thru Romanticism	(3)
ART 172	History of Art: Modern World	(3)
ART 173	Multiculturalism and the Visual Arts	(3)
ART 174	Women in Contemporary Art	(3)
ART 177	History & Criticism of Photography	(3)
MUS 3	Discovering Music Fundamentals	(1-3)
MUS 17/117	Women and Music	(3)
MUS 6/106M	Varieties of Music	(3)

MUS 25/125	Music Masterpieces	(3)	ENG 147	English Literature: 1700 to 1900	(3)
MUS 42/142	American Musical Theatre	(3)	ENG 148	Twentieth Century English and European Literature	(3)
INT 93AB/193AB	Guided Experiences in the Arts	(1.5, 1.5)	ENG 156H	The Modern Temper	(3)
INT 95/195	Study/Travel: European History and Culture	(3)	ENG 161	Study of the Novel	(3)
B. Literature			ENG 162	Study of Poetry	(3)
ENG 12/112	Literary Analysis	(3)	ENG 163	Study of Drama	(3)
ENG 15	Literature and Society	(3)	ENG 164	American Drama	(3)
ENG 16/116	Literature and the Human Experience	(3)	ENG 165	Novels of the Americas: Latino Voices	(3)
ENG 17	Literary Focus	(3)	ENG 173	Shakespeare	(3)
ENG 18/118	Great Works in World Literature	(3)	ENG 175	Exploring World Theatre	(3)
ENG 19/119	Great Works in British Literature	(3)	C. History		
ENG 20/120	Great Works in American Literature	(3)	HIS 1AB	Western Civilization	(3,3)
ENG 21/121	Classical Epic and Drama	(3)	HIS 3/103	World History	(3)
ENG 25/125	Mythmaking: The Quest for Meaning	(3)	HIS 5H	European Leaders and Ideas in Ferment and Flux	(3)
ENG 26	Literature of the American West	(3)	HIS 6/106	American Cultural History	(3)
ENG 27/127	Women in Quest	(3)	HIS 25	Cultural and Historical Geography	(3)
ENG 28/128	Contemporary Issues in World Literature	(3)	HIS 45/145	Europe: Renaissance to the Enlightenment 1300-1789 (3)	
ENG 32/132	Literature of Los Angeles	(3)	HIS 46/146	Europe: Age of Revolution and Nationalism, 1789-1871 (3)	
ENG 70/170	Western Literary Heritage	(3)	HIS 47/147	Europe: 1871-1945	(3)
ENG 73	Shakespeare	(3)	HIS 50/150	Introduction to Asian History	(3)
ENG 122	Love in World Literature	(3)	HIS 75	Contemporary America	(3)
ENG 123	Women's Voices in Literature	(3)	HIS 112/112H	Economic History of Europe	(3)
ENG 124	Fiction to Film	(3)	HIS 115AB	History of Political Theory	(3,3)
ENG 126	The American Experience	(3)	HIS 116	Classical Civilization	(3)
ENG 129	Ethnic Lit. in America	(3)	HIS 118	The World of Medieval Europe	(3)
ENG 130	Faith and Fiction	(3)	HIS 171	The U.S. From Colony to Republic	(3)
ENG 131	Russian Literature	(3)	HIS 173	The U.S. in the Nineteenth Century	(3)
ENG 135	Classic Films as Visual Literature	(3)	HIS 175	The U. S. in the 20 th Century	(3)
ENG 144	English Literature: 1500 to 1700	(3)	HIS 179	Constitutional History of the U.S.	(3)
ENG 145	American Literature: Beginnings to 1914	(3)	HIS 180	Current Constitutional History	(3)
ENG 146	American Literature: 1914 to Present	(3)	HIS 181	Modern Presidential History	(3)
			HIS 184	Radicalism and Dissent	(3)
			HIS 185A	African American History: American Slavery, 1619-1865	(3)
			HIS 185B	African American History: Emancipation to Modern Era	(3)
			HIS 185C/H	Race and Racism in American Life and Thought	(3)
			HIS 191	Major Issues in US Women's History	(3)

POL 2	Comparative Government and Politics	(3)	ECO 112/112H	World Economic History	(3)
POL 108	American Constitutional Law	(3)	POL 2	Introduction to World Politics	(3)
POL 109	Individual Rights	(3)	PSY 1	General Psychology	(3)
POL 117AB	History of Political Theory	(3,3)	PSY 12/102	Child/Human Development	(3)
POL 152A	History of Modern Japan	(3)	SOC 1	Introduction to Sociology	(3)
POL 152B	History of Modern China	(3)	SOC 6	The Family, Child and Community	(3)
D. Natural and Physical Sciences			SOC 104	The Family	(3)
BIO 1/2	Biological Dynamics	(4,4)	SOC 195	Sociology of Religion	(3)
BIO 3/103	General Microbiology	(4)	G. Contemporary Economics or Politics		
BIO 5	Life Science	(3)	BUS 5	Business Law I	(3)
BIO 10	Health Science	(3)	BUS 133	Money, Politics and Business	(3)
BIO 40A	Human Anatomy	(4)	BUS 140	Women's Issues in Business and Economics	(3)
BIO 50A	Human Anatomy	(4)	ECO 2	Macroeconomics	(3)
BIO 50B	Human Physiology	(4)	ECO 195	International Economics	(3)
BIO 67/167	Environmental Science	(3)	HIS 75	Contemporary America	(3)
CHE 1A/1AL	General Chemistry/Laboratory	(3,1)	HIS 178	Diplomatic History of the United States	(3)
CHE 3	Foundations of Chemistry	(3)	HIS 179	Constitutional History of the United States	(3)
PHS 1	Scientific Concepts	(3)	HIS 180	Current Constitutional History	(3)
PHS 2	Contemporary Physical Science	(3)	HIS 188	California History	(3)
PHS 2AB	General Physical Science	(2,2)	LWS 111	Women's Issues in Business and Economics	(3)
PHS 4	Elementary Environmental Studies	(3)	POL 1	American Government and Institutions	(3)
PHY 1A	Introductory Physics	(4)	POL 5	Business Law I	(3)
PHY 11A	Mechanics	(4)	POL 102	Women and the Law	(3)
E. Mathematics			POL 108	American Constitutional Law	(3)
BUS 28	Mathematical Analysis for Business	(3)	POL 109	Individual Rights	(3)
BUS 38	Elements of Probability and Statistics	(3)	POL 125	Foreign Relations of the U. S.	(3)
MTH 1	Precalculus w/ Trigonometry	(4)	POL 131	International Relations	(3)
MTH 5A	Calculus I	(4)	POL 134	International Organizations-MUN	(3)
MTH 5B	Calculus II	(4)	POL 135	Selected Problems in International Organizations (3)	(3)
MTH 10	Quantitative Reasoning and Mathematical Ideas	(3)	POL 137	Ethnic Conflict and Civil War	(3)
MTH 20	Programming	(3)	POL 171/H	President's and Personality	(3)
MTH 28	Mathematical Analysis for Business	(3)	POL 179	California Politics	(3)
MTH 38/H	Elements of Probability and Statistics	(3)	POL 180	State and Local Government	(3)
MTH 50	Elementary Number Systems	(3)	POL 192	Plays and Politics	(3)
MTH 51	Elements of Geometry and Statistics	(3)			
PSY 40	Basic Statistical Methods	(3)			
SOC 38	Statistics for Social Science	(3)			
F. Social and Behavioral Sciences					
ECO 1	Microeconomics	(3)			

Language & Culture - GS IV: (8 units)

Required for B. A. degree only.

FRE 1	Elementary French I (or equivalent)	(4)
FRE 2	Elementary French II (or equivalent)	(4)
FRE 3	Intermediate French III	(3)
FRE 4	Intermediate French IV	(3)
FRE 33A/B	French Culture and Civilization Weekend College only	(3)
JPN 1	Elementary Japanese I (or equivalent)	(4)
JPN 2	Elementary Japanese II (or equivalent)	(4)
SPA 1	Elementary Spanish I (or equivalent)	(4)
SPA 2	Elementary Spanish II (or equivalent)	(4)
SPA 3A	Accelerated Spanish	(3)
SPA 3B	Intermediate Spanish III	(3)
SPA 4	Intermediate Spanish	(3)
SPA 33A	Civilizations and Cultures of Spain Weekend College only	(3)
SPA 33B	Civilizations and Cultures of Hispanic America Weekend College only	(3)

B.S. degree programs do not require a second language because of the additional science courses required by the related departments or outside professional accrediting agencies.

All students are strongly encouraged to take a second modern language to enhance their personal and professional communication in our current multilingual society.

Philosophy and Religious Studies - GS V:
(minimum 15 units* - must include 3 units of Ethics and 3 units of Philosophical Ideas.)

A. Religious Studies (6-9 units)

Ordinarily courses must be taken in at least two of the following areas:

1. Scripture

RST 11	Introduction to Hebrew Scriptures	(3)
RST 15	Introduction to Christian Scripture	(3)
RST 155ABCD	Upper Division Scripture Study	(3)

2. Christian Thought

RST 21	Introduction to Catholicism	(3)
RST 23	Spiritual Journeys of Women	(3)
RST 25/125	Marriage Issues: Catholic Perspectives	(3)
RST 70	Faith and Human Development	(3)
RST 131	Jesus	(3)
RST 135	Women and Christianity	(3)
RST 137	Challenges in Contemporary Theology	(3)

3. Christian Ethics

RST 41/141	Introduction to Christian Ethics	(3)
RST 45/145	Contemporary Issues in Christian Ethics	(3)
RST 49/149	Biomedical Issues in Christian Ethics	(3)
RST 146	The Catholic Justice and Peace Tradition	(3)

4. Religion and Religions

RST 61/161	Introduction to World Religions	(3)
PHI 160	Philosophy of Religion	(3)
RST 78/178	Death and Afterlife	(3)
RST 172	Jesus & the Buddha	(3)
SOC 195	Sociology of Religion	(3)

B. Philosophy (6-9 units)

At least one course from among those listed under Philosophical Ideas must be taken.

1. Philosophical Ideas

PHI 15	Introduction to Philosophy	(3)
PHI 16	Philosophy Through Popular Culture	(3)
PHI 24	Socrates, Plato, Aristotle	(3)
PHI 126	Descartes to Kant	(3)
PHI 130	Existentialism	(3)
PHI 134	American Philosophy	(3)
PHI 150	Metaphysics	(3)
PHI 152	Theory of Knowledge	(3)
PHI 158	The Scientific Method	(3)
PHI 160	Philosophy of Religion	(3)
PHI 162	Philosophy & Native Cultures	(3)
PHI 165	Philosophy & Law	(3)
PHI 167	Ethics and Film	(3)
PHI 169	Philosophy of Technology	(3)
PHI 170	Social and Political Philosophy	(3)
PHI 172	Marxism	(3)
PHI 174	Philosophy of Art	(3)

PHI 175	Philosophy of Film	(3)
PHI 176	Philosophy in Literature	(3)
PHI 178	Philosophy of Woman	(3)
PHI 179	Women and Values	(3)
PHI 180	Chinese Philosophy	(3)

2. Ethics

PHI 21	Moral Values	(3)
PHI 92/192	Business Ethics	(3)
PHI 167	Ethics & Film	(3)
PHI 168A	Contemporary Moral Problems	(3)
PHI 168B	Bioethics	(3)
PHI 179	Women and Values	(3)

3. Other

PHI 5	Introduction to Logic	(3)
PHI 10	Critical Thinking	(3)
PHI 155	Symbolic Logic	(3)
PHI 158	The Scientific Method	(3)

**Students transferring into the College who will graduate in two years or less will fulfill General Studies V., A and B, by completing two courses in each area, a total of twelve (12) units; one course must be Ethics and one must be Philosophical Ideas.*

Diversity (6 units) - GS VI:

ART 5	Fundamentals of Art	(3)
ART 173	Multiculturalism and the Visual Arts	(3)
BUS 140/140H	Women's Issues in Business and Economics	(3)
BUS 189	International Management	(3)
CUL 107	Theory and Practice of Culture	(3)
ENG 123	Women's Voices in Literature	(3)
ENG 126	The American Experience	(3)
ENG 129	Ethnic Literatures of America	(3)
FLM 125	Media Anthropology	(3)
FRE 4	Intermediate French	(3)
FRE 128	Twentieth Century Literary Trends	(3)
HIS 25	Cultural and Historical Geography	(3)
HIS 162	History & Civilization of Latin America	(3)
MUS 6M/106M	Varieties of Music	(3)
MUS 16/116	Music of World Cultures	(3)

NUR 160	Adaptation Nursing: Childbearing Family	(2.5)
PHI 15	Introduction to Philosophy	(3)
PHI 21	Moral Values and Ethical Decisions	(3)
PHI 92/192	Business Ethics	(3)
PHI 160	Philosophy of Religion	(3)
PHI 162	Philosophy and Native Cultures	(3)
PHI 168A	Contemporary Moral Problems	(3)
PHI 174	Philosophy of Art	(3)
PHI 175	Philosophy of Film	(3)
PHI 176	Philosophy in Literature	(3)
PHI 178	Philosophy of Woman	(3)
PHI 179	Women and Values	(3)
POL 2	Introduction to World Politics	(3)
POL 192	Plays and Politics	(3)
PSY 113	Learning in Children and Adolescents Across Cultures(3)	
PSY 144	Psychology of Prejudice	(3)
RST 61/161	Introduction to World Religions	(3)
RST 78/178	Death and Afterlife	(3)
RST 172	Jesus and the Buddha	(3)
SOC 1	Introduction to Sociology	(3)
SOC 6	The Family, Child, and Community	(3)
SOC 49	Multicultural Issues for Health Care Professionals	(3)
SOC 104	The Family	(3)
SOC 125	Cultural Anthropology	(3)
SOC 161	Dynamics of Majority-Minority Relations	(3)
SPA 4	Intermediate Spanish IV	(3)
SPA 33B	Civilizations and Cultures of Hispanic America	(3)
SPA 140	Contemporary Literature of Hispanic America	(3)
SPA 146	Women in Hispanic Literature	(3)

Quantitative Literacy (6 units) - GS VII:

Baccalaureate students must take six (6) units of Quantitative Literacy (QL). The six units must come from either two QL2 courses OR one QL1 course and one QL2 course, but NOT two QL1 courses.

A. QL1

BIO 2/ L	Biological Dynamics with lab	(5)
BIO 1A & 1AH	Biological Dynamics with honors lab	(5)
BIO 130	Genetics	(4)

BIO 151	Medical Physiology	(4)	POL 101	Research Methodology	(3)
BUS 15AB	Accounting Principles I,II	(3)	PSY 40	Basic Statistical Methods	(3)
BUS 16AB	Accounting Principles I,II	(4)	SOC 38	Social Statistics	(3)
CHE 107	Biochemistry	(3)			
MTH 50	Elementary Numbers	(3)			
NUR 135	Pharmacology (<i>prior to Fall 2012</i>)	(2)			
NUR 14	Pharmacology II	(2)			
NUR 138	Research in Nursing (<i>prior to Fall 2012</i>)	(3)**			
NUR 134	Evidence-Based Practice	(3)**			
NUR 162	Adaptation Nrsng: Children (<i>prior to Fall 2012</i>)	(3)**			
NUR 172T/A	Adaptation Nursing: Children and Families	(4.5)**			
NUR 171T/A	Adaptation Nursing: Childbearing Families and Women's Health	(2)			
PHI 5	Introduction to Logic	(3)			
PHI 10	Critical Thinking	(3)			
PHI 165	Philosophy and Law	(3)			
PHS 2	Contemporary Physical Science	(3)			
PHS 2AB	General Physical Science	(2)			
PSY 106/L	Basic Research Methods	(4)			
SOC 117	Quantitative Research Methods	(3)			

****Note:** *These courses satisfy one QL unit. Students will need two more QL1 units.*

B. QL2

CHE 1AB	General Chemistry	(3,3)
CHE 107L	Biochemistry Laboratory	(1)
CHE 110AB	Physical Chemistry	(4,3)
MTH 1	Precalculus w/Trigonometry	(4)
MTH 5ABC	Calculus I/II/III	(4,4,4)
MTH 10	Quantitative Reasoning and Mathematical Ideas	(3)
MTH 28	Mathematical Analysis for Business	(3)
MTH 38	Elements of Probability and Statistics	(3)
MTH 51	Elements of Geometry and Statistics	(3)
MTH 120	Discrete Mathematics	(3)
PHI 155	Symbolic Logic	(3)
PHS 1	Scientific Concepts	(3)
PHY 1AB	Introductory Physics	(4,3)
PHY 11A	Mechanics	(4)
PHY 11B	Electricity, Magnetism, and Optics	(3)

Double Counting Courses

A course must have received a General Studies designation from the Curriculum Committee for the area(s) for which it might be double counted to fulfill General Studies requirements.

The following conditions apply to double counting:

1. A course may not fulfill more than one category in Area III. At most six units of the 21 unit minimum in Area III may be double counted in other General Studies areas.
2. With the exception of Phi 5 and Phi 10, no course from Areas I through IV may double count to satisfy a requirement in Area V.
3. When completing a double major, no more than 9 upper division units may be double counted to satisfy requirements for both majors.

Triple Counting Courses

The following conditions apply to double or triple counting of a General Studies course:

1. A course may not fulfill more than one category in Area III.
2. With the exception of PHI 5 and PHI 10, no course from Areas I-IV may double count to satisfy a requirement in Area V.
3. When completing a double major, no more than 9 upper division units may be double counted to satisfy requirements for both majors.

Please note: This policy thus allows a course to double or triple count in Areas I, II, IV, and VI. Only Phi 5 and Phi 10 double count to satisfy Area V. This means, for example, that Phi 10 double counts as

Critical Thinking (Area II) and Philosophy (Area V), Phi 155 double counts as Philosophy (Area V) and QL2 (Area VI) and Phi 5 triple counts (as Critical Thinking (Area II) as Philosophy (Area V), and as QL1 (Area VII). To determine if a course double or triple counts, focus on Areas I, II, IV, V, and VI (all Areas EXCEPT Area III, which does not allow double counting).

Language Fulfillment Alternative

This requirement may be satisfied by any of the following alternatives:

1. A student who begins a language must complete French 1 and 2, Japanese 1 and 2, or Spanish 1 and 2, or their equivalent. For other languages, students must complete the equivalent of the second semester or third quarter.
2. Weekend College students may choose to complete the language requirement by taking two courses in either Spanish or French culture.
3. Students whose native language is not English may demonstrate academic proficiency in English as a second language by passing the TOEFL examination with scores above 550.
4. Students may take placement exams offered by MSMC's Language and Culture Department in Spanish, French or Japanese to fulfill the requirement. **Successful completion will waive the Modern Language Requirement but no units will be awarded.**

Graduating with a Double Major

Students who wish to earn a degree with a double major must observe the following requirements:

1. The two majors may be in the same or different degree programs. The student must determine the primary major and

satisfy the general studies requirement for the degree of that major. The other major is considered the secondary major.

2. All requirements for both majors must be met, including all upper division work, foreign language, and any additional requirements.
3. The department chairpersons of both major areas must approve the student's completion of the requirements for the major.
4. A second major may be earned in the same academic area, but no more than 9 upper division units may satisfy requirements in both majors.

Second Baccalaureate

In order to receive a second Baccalaureate degree, a student must fulfill the following requirements:

1. Completion of a minimum of 24 semester units in residence beyond the requirements for the first baccalaureate degree.
2. Completion of all departmental requirements, including a modern language if necessary, in the area of the major for the second degree.
3. Completion of all other institutional requirements if the first degree has been earned elsewhere.

Minor Policy

A minor should enrich a student's major, allow for specialization within a major, broaden a student's career options, and encourage exposure to other academic disciplines. While most disciplines require 18 units to complete a minor, some departments require additional units. In addition to the requirements for individual academic disciplines, a student must complete three upper division courses (9 units) for a minor that are not also being used

to fulfill requirements for the major, general studies, or another minor. The deadline for declaring a minor will be the end of the student's junior year.

Graduation with Honors (Baccalaureate Degree)

- **Summa cum laude** shall be granted to a student who has earned a cumulative grade point average of 3.85 or higher.
- **Magna cum laude** shall be granted to a student who has earned a cumulative grade point average of 3.70 or higher.
- **Cum laude** shall be granted to a student who has earned a cumulative grade point average of 3.50 or higher.

The College's criteria for eligibility to graduate with honors will be determined by a student's overall GPA at the end of the term prior to the last term of attendance. To be eligible, the student must have completed 45 letter-graded units at Mount St. Mary's College by the end of the term prior to the last term of attendance. The student's grade point average will be calculated on the basis of grades earned at Mount St. Mary's College and grades earned at transfer institutions. GPA calculations will not be rounded. Courses at another institution after matriculation are not counted into the cumulative grade point average, with the exception of approved junior year abroad and exchange programs.

The Honors Program

The Honors Program at Mount St. Mary's College is designed to offer special challenges to students who have an outstanding high school GPA and SAT scores and/or who maintain a 3.4 or better cumulative college GPA.

The Honors Program enables students to explore in greater depth and breadth various areas of study, with

possibilities of completing their college work with alternative modes and approaches to learning. Students may select among courses specially designed for the Honors Program, honors sections of regularly offered courses, and courses or course components designed by contract with an instructor. All honors courses are designated with the letter "H" following the course number.

Honors students may take as many honors courses as they choose. An honors certificate is awarded at graduation to students who have completed a minimum of 18 units of honors work, including at least two regularly scheduled honors courses, and representing at least three disciplines. Included in the 18 units of honors work required for the certificate is a senior thesis which is a major research project of the student's choosing, involving at least two disciplines. The thesis work is supervised by two faculty sponsors. Presentation of the senior thesis is open to the college community.

Honor Societies

Alpha Mu Gamma
National Foreign Language Honor Society

Alpha Tau Delta
National Honor Fraternity in Nursing

Delta Epsilon Sigma
National Scholastic Honor Society

Kappa Gamma Pi
National Catholic College Graduate Honor Society

Lambda Iota Tau
National Literature Honor Society

Phi Alpha Theta
International History Honor Society

Pi Delta Phi
National French Honor Society

Pi Theta Mu
Service Honor Society

Psi Chi

National Honor Society in
Psychology
Sigma Delta Pi
National Spanish Honor Society

Academic Support Services

Academic Advisement Center

The Academic Advisement Center coordinates all advisement for the traditional undergraduate programs at both Chalon and Doheny campuses. All students are assigned an advisor with whom they plan their academic programs. The advisor assists in clarifying the requirements in the general studies program and major department. Students must meet with their advisor at least once each semester in order to register for classes for the following term. Entering students meet with an advisor at Orientation to discuss their first semester courses at the Mount. Placement testing sessions to determine proper course placement are held during the summer prior to New Student Orientation. Information regarding Orientation is sent to new students after tuition deposits have been made.

To further serve the student's advisement needs, the Academic Advisement Center functions as a drop-in office for on-going guidance and referral services. Help in understanding and following college policies is always available. The staff, along with student assistants, provides information on many aspects of college life and can clarify many academic procedures. Although the individual faculty advisors and the Advisement Center staff make every effort to provide advisement for the student, it is ultimately the student's responsibility to see that all procedures are followed and requirements fulfilled.

Library Facilities

The **Charles Willard Coe Memorial Library**, located on the Chalon Campus, is the principal library of Mount St. Mary's College. Constructed in 1947, the Coe Library houses the majority of print library materials for both campuses and also houses the Instructional Media Center, an Office of Institutional Technology (OIT), administered repository for non-print media, and the hardware necessary to non-print media use. The facility is intended primarily for individual and small group use but also circulates its sound and image collections for use in the classroom. There is an OIT administered computer lab on the 4th floor and a 24 hour computer lab and study rooms are located on the 1st floor.

The J. Thomas McCarthy Library on the Doheny Campus is housed in the Sr. Magdalen Coughlin Learning Complex.

The libraries serving the two campuses currently hold over 130,000 volumes and carry subscriptions to over 800 print periodicals. Moreover, the OIT administered IMTC contains over 5500 titles of non-print media material. Print and non-print materials are lent from one library to the other to accommodate the changing curriculum and to meet the needs of faculty and students, who are also permitted to use both collections in person. The libraries hold subscriptions to a number of bibliographic and full-text on-line databases in a wide variety of academic subject areas. There are three book databases as well as numerous journal article and proprietary materials databases. Please consult the Libraries' Research Resources WebPages for a list of current subscriptions.

Study Away Opportunities

As a traditional liberal arts college, Mount St. Mary's recognizes the value of the study away experience. Students who participate are given the opportunity to gain knowledge and cultural awareness as an integral part of their liberal arts education. The Mount allows qualified students to participate in approved programs. The study away programs include, but are not limited to the Nanjing University Exchange, Washington Semester Program, the Sisters of St. Joseph College Consortium Exchange (The CSJ Exchange is a consortium agreement that allows students from the Mount to attend any of the other schools for one semester. The member schools are: Avila College (MO), Chestnut Hill College (PA), Elms College (MA), Fontbonne College (MO), Regis College (MA), The College of St. Catherine (MN), The College of St. Joseph (VT), and The College of Saint Rose (NY)) and multiple study abroad opportunities throughout the world. For a complete list of possible options, visit the Study Away portal page www.msmc.la.edu/academics/study-away.asp. Each program provides students with unique and valuable experiences at other institutions while earning Mount credit. Students must be in "good standing" as indicated by Student Affairs to participate in these programs.

Qualified students may study in one of these programs for one semester in their junior or senior year. The minimum GPA requirement to participate is a cumulative 3.0. Students may pick up applications and course information in the Advisement Center. Students interested in studying away must attend a mandatory

information session during the semester prior to their desired semester away. The institutional deadlines to file an application and a Transfer of Credit form are April 1, for Fall semester, and September 15, for Spring semester. All students who study away must obtain approval from the Chalon Advisement Center in order to be eligible for financial aid. Finally, students who participate in one of these programs must attend a pre-departure session.

Mount St. Mary's College encourages students to participate in the Study Away Program. Students must complete the appropriate academic year Free Application for Federal Student Aid (FAFSA) and have the information sent to Mount St. Mary's College as well as the Aid Renewal Request Form. Study Away students must follow the same deadlines as students not participating in the program. Students must provide the Office of Student Financing with a breakdown of costs for their semester. They will be reviewed as a "resident" student and their cost of housing will be taken into consideration during the analysis of their file. Study Away students do not qualify for Federal Work Study or Mount Work funds while away, but may be awarded work monies when they return to campus. If a student receives any type of outside award, including a scholarship or stipend from their Study Away program, they must report it to the Office of Student Financing so it can be considered in the evaluation of their aid. All students participating in Study Away programs are required to meet with both the Office of Student Financing and the Business office. Any additional questions regarding funding of Study Away programs should be directed to the Office of Student

Financing.

The GPA earned by a student on these programs is included in the student's overall GPA, and is also used for the conferral of honors at graduation. Each program may have additional requirements. Please consult the Advisement Center for more information.

UCLA Cross-Registration Agreement

Mount St. Mary's College has a cross-registration agreement with the University of California at Los Angeles (UCLA), the purpose of which is to supplement and enrich the MSMC academic program and to provide an opportunity for UCLA students to take Mount courses. Full-time Mount baccalaureate students who have sophomore, junior, or senior standing and a cumulative grade point average of 3.2 or better may, with the permission of the College Registrar, take one undergraduate course at UCLA per semester, but no more than four courses toward the degree. No more than two such courses will count toward the MSMC residency requirement; courses taken at UCLA must not be among those available at MSMC. Courses taken at UCLA under this arrangement will be included in the student's load at the College, and, except for specific course laboratory or studio fees, no additional tuition or fees will be charged. It is not intended that MSMC students take courses at UCLA to fulfill general studies requirements. No course taken at UCLA will count as an honors course at MSMC. Transportation to such courses and parking fees are the responsibility of the student enrolled. For information and procedures, consult the Office of the Registrar on the Chalon campus. This agreement does not apply to UCLA Extension

courses.

American Jewish University (AJU) Cross-Registration Agreement

Mount St. Mary's College has a cross-registration agreement with the American Jewish University, the purpose of which is to supplement and enrich the MSMC academic program and to provide an opportunity for AJU students to take Mount courses. The following conditions and requirements must be met:

- The student must meet all prerequisites/criteria required for courses.
- No visiting student may displace a student from the registration of a course at the student's home institution.
- The student is responsible for obtaining all appropriate signatures and returning the completed form to the student's home institution.
- The student is responsible for meeting all registration deadlines, regulations, and penalties of MSMC.

A student who wishes to withdraw from a course(s) must notify the Registrar at both MSMC and AJU. Students who do not formally withdraw will receive a grade of U or F.

Student Affairs

Student Affairs is here to provide you with the opportunities, experiences and support that make your education a complete and successful endeavor. This happens through a wide variety of co-curricular offerings in multiple departments, including the Ambassador Program, Campus Ministry, Career Services and Internships, Community Engagement, Counseling and Psychological

Services, Fitness Education, Health Services, Learning Assistance Programs, Orientation, Residence Life, Security, Student Programming and Commuter Services, the Student Newspaper (The Oracle), and Women's Leadership. We encourage you to get involved in any of our programs. The Student Affairs Office also publishes the Chalon Student News so that you can always find out what's going on in student life. If you have any problems or concerns come to Student Affairs and we will do our best to assist you.

Campus Ministry

Campus Ministry invites students to deepen their awareness of the spiritual dimension of life, which is the heart of a Mount St. Mary's education. We are Catholic in our roots and vision, and welcome the opportunity to serve students of every religious affiliation or none at all. We respect the freedom of each person's conscience and unique path, while offering the rich resources of the Catholic tradition.

The mission of Campus Ministry is (1) to support the Catholicity of the college, in the tradition of the Sisters of St. Joseph; (2) to support the spiritual development of the entire Mount community, and (3) to foster educated, committed service to both Church and society.

The Campus Ministry team is comprised of professional and student Ministers. Together, we work to provide opportunities for many aspects of Worship, Spirituality, the building of Community-on-Campus, Festivities, Service to others and action for global Justice. We offer assistance to those who are thinking about becoming Catholic, or about being baptized, confirmed, or receiving first

communion. We are here to provide you with support and care in the joyful and the challenging times of your life.

Everyone is invited to come by to talk, or to participate in our many programs – and new ideas are always very welcome!

Campus Security

For the safety and security of all students, faculty, and staff, Universal Protection Service is contracted to provide security coverage for the Chalon and Doheny Campuses. Security functions 24 hours a day 7 days a week. Concerns regarding security can be reported to the Director of Campus Security by calling (310) 954-4084 at Chalon or (213) 477-2995 at Doheny or by calling Student Affairs (H200) at (310) 954-4130 or Building 7 at (213) 477-2570.

Security Officers are located at each Main Entrance Kiosk at all times. All vehicles entering the campus in the evening are required to stop at the entrance of the College and provide the Officers their intended destination. Mount St. Mary's College students, faculty, staff and guests must show current I.D. or a parking decal. All visitors (including escorted guests) must show a valid form of identification and will be logged in. Only those with valid identification will be allowed onto campus.

Both campuses utilize foot and vehicle patrols 24/7 in order to provide you with the safest possible college experience. All students are encouraged to notify Campus Security if they notice anything out of the ordinary or witness unsafe activity by any member of the Mount Community.

For more information on the

Department of Campus Security, please visit:
www.msmc.la.edu/student-life/departments-of-campus-security.asp.

Career Services and Internships

Career Services & Internships provides students with the opportunity to explore different majors and career options utilizing a variety of resources and services including career counseling, career and personality assessments, career library, handouts, career planning courses and innovative, hands-on programming. Part-time, full-time, internship and volunteer opportunities are available on the Mount's on-line Career Network, at: www.mountcareernetwork.com. There is also a LinkedIn group that helps connect students with alumnae employers called: Mount St. Mary's College: Students & Alumnae via LinkedIn.com.

A professional staff works with students to prepare them for internships and employment opportunities by reviewing resumes and cover letters, assisting with developing interviewing techniques through mock interviews, and providing information on how to conduct a successful job search. Several programs are offered throughout the year including an on-campus career fair, graduate school fair, nursing career panels, etiquette dinner, career-related workshops on graduate school, interviewing, resumes and cover letters, and job search and social media resources. Our office also supports students in their major and career exploration through two assessments called the Strong Interest

Inventory and the Myers-Briggs Interest Inventory.

Community Engagement Office

In the spirit of the mission of Mount St. Mary's College, the Office of Community Engagement offers MSMC students off-campus service and learning experiences in partnership with local organizations that promote human and neighborhood development. Community Engagement works collaboratively with MSMC students and faculty, along with non-profit organizations, to promote healthy, socially-just communities in the greater Los Angeles area. All Mount students are encouraged to participate in a variety of service opportunities in order to gain awareness of issues impacting our society, to assess their own learning through reflection and structured experiences, and to become life-long committed advocates for social justice. The benefits for all include MSMC students enhancing their understanding and benefiting from their responsibilities as learners, caregivers, citizens and leaders.

Counseling and Psychological Services (CPS)

MSMC recognizes that emotional health and personal growth are essential components of a successful academic experience. The mission of Counseling and Psychological Services (CPS) is to enhance the emotional growth of students by promoting balanced lifestyles, positive self-esteem and essential life skills with an emphasis on the development of the whole person. CPS provides psychological counseling services and psychoeducational programs for students, as well as responsive consultation to the college community. In counseling, students discuss issues

such as stress, anxiety, depression, academic concerns, family and relationship problems, grief, loneliness, eating issues, alcohol/drug problems, dating violence and self-esteem difficulties. Counseling services are available to current MSMC full-time traditional undergraduates, accelerated nursing students, and physical therapy graduate students. After the initial appointment, a recommendation will be made for individual counseling, group sessions, or referrals to services in the community. Our counseling is short-term, not to exceed ten sessions per academic year as determined by your counselor. It may be in the best interest of the client to receive long-term therapy, specialized treatment or other referrals; in these cases, students will be referred out to services in the community.

All sessions are confidential in keeping with professional ethics and state laws. Information about clients is not shared with their families, the faculty, college administrators, or anyone else without the student's written permission. The exception to this policy is when limited disclosure is required by law to protect the student or someone else from harm. Counseling and Psychological Services is staffed by licensed psychologists, advanced doctoral level interns, and postdoctoral fellows.

Disability Services

In compliance with the state and federal laws and regulations, including the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), Mount St. Mary's College does not discriminate on the basis of disability in administration of its education related programs and activities. We have an institutional

commitment to provide equal educational opportunities for disabled students who are otherwise qualified. Students with known or suspected disabilities must see the Director of Learning Assistance Programs at Chalon or the Director of the Learning Resource Center at Doheny in order to receive appropriate accommodations. It is the student's responsibility to obtain accommodation letters from the director and to make arrangements for implementation of accommodations with faculty and/or staff in advance. Students, who believe they have been subjected to discrimination on the basis of disability, or have been denied access to services or accommodations required by law, should also contact the director for resolution. Copies of Mount St. Mary's College ADA/Section 504 Disability Grievance Procedure can be obtained upon request in the Learning Center or the Student Affairs Office. The policy may also be viewed on the college website at www.msmc.la.edu/disabilityservices.

Fitness Education

Mount St. Mary's College is committed to graduating well-balanced women with a strong sense of self and physical well being. The Fitness Education Department offers programs that complement the academic program: the physical education courses offered for academic credit, fitness programs, recreational opportunities and an intramural sports program. These programs together provide students with the opportunity to attain, improve and/or maintain their physical fitness, attend informative workshops on wellness and fitness, participate in recreational activities on or off the campus, and participate in intramural volleyball, basketball,

indoor soccer, dodgeball and more. Facilities include a heated swimming pool, fitness center equipped with cardiovascular and strength training equipment, and a tennis-basketball-volleyball court.

Institute for Student Academic Enrichment (ISAE)

ISAE is a federally funded Student Support Services/TRIO program designed to assist first-generation, low-income and/or disabled students in achieving their maximum potential in higher education. ISAE provides eligible students academic advisement, peer tutoring and mentoring, career and personal counseling, financial aid information, workshops and leadership and cultural enrichment opportunities. ISAE is located in the Chalon Learning Center.

Learning Assistance Programs / Learning Center

In order to enable each student to achieve maximum benefit from the academic programs at the College, Learning Assistance Programs offers a variety of academic support services for all MSMC students. Services include peer tutoring in all subject areas, workshops in study and organizational skills, structured study groups, writing and analytical skill development, and books and computer tutorials to assist in developing skills to prepare for standardized graduate examinations. Learning Assistance Programs is located in the Chalon Learning Center, Humanities Bldg., Rm. 207.

Orientation / First-Year Seminar

The Orientation program is designed to assist entering students with their transition to Mount St. Mary's College and to enhance their success in college. Separate orientation programs specifically designed for new and

transfer students are held in the summer. Orientation includes an introduction to both the academic and student life aspects of the college and provides for the interaction of new students with faculty, staff, and current students. Orientation for new first-year students is held in the summer with separate activities for parents. Orientation activities include a movie night and service-learning project. In addition, placement testing, advisement, and course registration are available. Students entering for the spring semester are provided a one-day orientation program.

First-year students continue their orientation to the college in SPR 85 (Introduction to College Studies), a one-unit seminar course taught in the fall semester. This class is designed to facilitate the transition from high school to the college environment and provides opportunities to become more familiar with college resources, policies and procedures, study skills, and other strategies for college success.

Residence Life

Traditional Undergraduates

Living on the Mount St. Mary's Chalon or Doheny campus can be an enjoyable experience, providing a unique opportunity for individual and group participation in residence hall life. Living and learning occur throughout the residence hall system and life in the halls complements the academic life of the classroom. Living in the Residence Halls provides opportunities to participate in many activities. A variety of programs and services will be available to you, allowing you to develop personally, spiritually, intellectually, socially, and culturally. Only full-time traditional undergraduates may live in

undergraduate housing. For more detailed information on Residence Life guidelines, policies and procedures see page 25 of Student Handbook.

Accelerated Nursing and DPT On-Campus Housing

Living at the Doheny campus improves academic performance and enhances student enjoyment and success at Mount St. Mary's. Living on campus provides students more frequent and wider ranging contact with faculty, staff and fellow students. It is easier for students to participate in college events and have access to diverse experiences and people. For more detailed information on Acc. Nursing and DPT Residence Life guidelines, policies and procedures visit www.msmc.la.edu/student-life/living-on-off-campus/residence-life.asp.

An off-campus housing referral listing is available through the Student Activities and Commuter Services Office.

Scholar Mentor Program

President's Scholars, Dean's List students, and others recommended by their professors may participate in the Scholar Mentor Program. Through this program students are trained as peer tutors and provide tutoring to other Mount students in a variety of subjects. Scholar Mentors may receive academic credit by enrolling in the Scholar Mentor Seminar (SPR 25). In addition, they may earn compensation for training and tutoring hours.

Short Term Loans

Short-term Loans

Two short-term loans are available to students. Please see details below for each loan.

Academic Emergency Loan: This loan is available during the first two weeks

of each semester to current students with pending financial aid creating a credit balance on their account.

The loan is considered an advance of pending financial aid and will be charged directly to the student's account along with a \$25 processing fee. If the pending financial aid does not materialize, the student will be responsible for repayment of the amount of the loan and the processing fee.

Students may borrow up to \$500 per semester through this program for academic expenses only (such as books). Applications are available at the Business Office at Doheny. Applications will be reviewed by the AVP Financial Services and a meeting may be required. Applications may take up to 3 business days to be processed.

The Nancy Manning Emergency Loan:

This loan is available to students enrolled at the Chalon campus who have attended classes for one semester. This loan is granted to students in need of immediate assistance with educational, housing, transportation or medical expenses. Loans are available up to a maximum of \$50 per semester and must be repaid within 30 days from date requested.

The Nancy Manning Loan is interest-free if repaid by the due date. Failure to repay the loan by the due date will result in a \$5.00 late fee. For further information, please stop by either Business Office.

Student Programming and Commuter Services (SPCS)

The Student Programming Office offers fun and dynamic co-curricular programs and activities with the

purpose of enriching student life and encouraging student involvement on campus. These programs help students feel welcomed and connected to the Mount community and to gain exposure to Mount St. Mary's College traditions, social life, cultural expression, intellectual opportunities and community events. Opportunities for the undergraduate student experience include Welcome Week, Mount in the City Weekend Activities, MSMC Ticket Office, Dine-N-Chat and many other programs. Programs and services offered through our office are available to all full-time traditional undergraduate students. Students who would like to benefit from or contribute to Student Programming and campus life are welcome to visit the office for more information.

Chalon Commuter Services

Commuter students are an active and important part of the Mount community. Programs and services offered through our office are available to all full-time traditional undergraduate students. The following information is provided to keep commuter students informed of services and activities on campus:

Commuter Kitchen: Located in the McCarthy Complex, amenities include a refrigerator to store your lunch, microwaves and sink for quick use on the go.

Computer Labs: Commuters may use the computer in the Coe library on the 2nd – 4th floors.

Fax: Commuters may send outgoing faxes for free in H200A.

Information Bulletin Boards: Located on the first and second floor of the Humanities Building and in

McCarthy Complex facing the Commuter Kitchen.

Lockers: Lockers are available for commuter students in the Humanities building on the second, third, fourth and fifth floors. Lockers are assigned on a first come, first serve basis. Students provide their own padlock and clean out their locker at the end of each semester. Items remaining in lockers after the designated deadline will be discarded. Sign up in the Student Programming and Commuter Services office.

Meals: Commuter students can save money and dine in a beautiful setting by purchasing a meal plan from four meal plan options. Meal plans can be purchased online at <http://www.cafebonappetit.com/menu/your-cafe/themount/meal-plans/>, at the Food Service office located in Leavey Commons on the ground floor or in any café.

Off - Campus Housing Listing: A list of housing opportunities near the Mount (Brentwood, Santa Monica, and West Los Angeles) is available in the Student Programming and Commuter Services office. The listing includes those searching for roommates, apartments, guesthouses, rooms in private homes, and rooms in exchange for services.

Student Carpool: Commuter students may register to participate in the student carpool program offered through Transportation Services.

Study/gathering areas: The campus offers a number of gathering and study areas for commuter students. The Student Lounge offers a comfortable atmosphere with couches, study tables, cable television and computers with internet access. Leavey Patio located

outside of the student dining room and patios outside the Campus Center and Humanities 2nd Floor are good outdoor study areas. The Library and Circle offer additional study areas.

Traffic and Transportation: Check the latest traffic conditions before leaving the Mount or access the Metro website for alternative means of transportation by visiting the Commuter Services website at www.msmc.la.edu/student-life/living-on-off-campus/commuter-services/commuter-services-programs.asp

Student Ambassador Program

The Student Ambassador Program is one of MSMC's partnership programs designed to motivate inner-city high school students to complete high school and aspire to a college education. The ambassadors help high school students understand what skills they need to acquire and what courses to take to qualify for college admission, and assist them with identifying appropriate colleges to which they can apply, completing admissions applications and researching financial aid. The program provides leadership and service opportunities to Mount Students by engaging them in outreach in the Los Angeles area. Currently, ambassadors serve in 40 high schools, 5 middle schools, and several Los Angeles City housing developments. By helping these high school students to plan for college, improve study skills and envision satisfying and rewarding careers, Mount students are able to give back to the community while developing their own counseling and time-management skills. The Student Ambassador Program continues a long-standing Mount tradition of service to the local and world community.

Student Health Services

Mount St. Mary's College Health Services Department offers a broad range of services to both resident and commuter full-time students who pay the Comprehensive Student Fee. These services include diagnosis and treatment of illness and minor injuries, physical examinations, health teaching, and laboratory testing. The Health Clinic on the Chalon campus is staffed by nurse practitioners, nurses, and specially trained students. The Medical Director and physicians from the Peak Health Medical Group provide oversight, consultation and clinical review.

Emphasis is placed on preventive medicine and on positive health practices which will become a part of each student's lifestyle. Programs designed to assist students in developing values and skills related to achieving a high level of health are presented each semester.

Incoming freshmen and transfer students, both residents and commuters, must submit a current health history and physical examination prior to entrance. Proof of current immunizations and TB skin testing are also required for admission. Additional health requirements exist for students enrolled in programs with clinical affiliations.

Chalon students are eligible to use the Student Health Clinic on the Chalon or Doheny campuses. Appointments may be made with healthcare providers throughout the week. There is no cost to a student for provider visits; however, supplemental fees for laboratory testing and medications may be assessed. Referrals for specialty services and emergency services will be made through the Student Health

Center.

When the Student Health Center is closed, a Medical Provider is on-call and available for consultation.

All full-time students are required to carry Health and Accident Insurance. Please see expense listings at the beginning of this catalog for additional information regarding health insurance available through Mount St. Mary's College.

Women's Leadership Program

The Women's Leadership Program offers many opportunities for leadership skill building and development in order to prepare students as leaders in their communities and future careers. Students are encouraged to develop and strengthen their personal, team, group, and citizen leadership skills throughout their time at the Mount. Programs and services offered through our office are available to all full-time traditional undergraduate students.

The Associated Student Body (ASB) on each campus is housed in the Women's Leadership Office. ASB serves as the student government designed to promote and work for the needs of students and the Mount community. Information regarding student clubs and organizations can also be found in this office. Resources and services are available for all recognized MSJC clubs/organizations.

Students have the opportunity to document their co-curricular activities in the form of a Leadership Portfolio. Freshmen and sophomore students may also apply at the beginning of each year to be part of the Leadership Scholar Program. Students in the program have opportunities to develop

their leadership potential by taking courses and participating in group service projects and other developmental experiences.

The WLP also sponsors the Leadership Conference and Leadership Boot Camp. In addition, we offer workshops on a variety of leadership topics and an extensive resource center that features experiential learning activities, self-paced training modules and books on leadership and women's history.

Orientation for new students is also coordinated through this office. Current students can apply to be summer Orientation Leaders. O-Leaders act as guides to new students during the orientation program by answering questions and introducing them to college life.

The following courses in Leadership are taught by program staff:

LWS 1A	Introduction to Leadership Concepts	Year-long course/Fall & Spring
LWS 1C	Orientation Leader Training	Spring
LWS 5	Leadership in Action	Spring

Graduate Degrees

GRADUATE LEARNING GOALS

A Mount St. Mary's graduate student will...

- Demonstrate competence in techniques, concepts and knowledge specific to each area of study.
- Demonstrate the ability to access, analyze, synthesize and evaluate information effectively.
- Demonstrate research skills and methods through the ability to gather, document, investigate, analyze, interpret and evaluate information.
- Disseminate and communicate information effectively in oral and written form.
- Demonstrate knowledge of the implications of a diverse society to the profession and demonstrates the skills to address the moral and ethical challenges within the profession.*

*For graduate professional programs

GRADUATE PROGRAM OBJECTIVES

The liberal arts tradition and the Catholic nature of the College give direction to Mount St. Mary's College Graduate Division. Graduate programs flow from the College mission statement and presuppose the components of a liberal arts education, as is evident in the following objectives, developed by the Graduate Council for the teaching and preparation of students at the graduate level.

Women and men at the graduate level are prepared as leaders for society and

are given the means, as well as the confidence, to:

- create and contribute to a society in which respect for individuals permeates all professional structures and personal interactions;
- assist those with whom they work to recognize and use their own talents, skills, and resources;
- envision and facilitate personal responsibility for the direction of society as it grows toward a greater global interaction, culturally, socially, and politically;
- expand one's own knowledge of and contribution to a field through the tools of research and academic development.

Each graduate program, in ways appropriate to the preparation for a particular profession, strives to attain these objectives by:

- individualized and personal advisement;
- careful curriculum planning and scheduling;
- selection of competent, caring faculty who are well prepared in their fields and sensitive to the needs of the adult student population;
- challenging students to investigate a wide range of related resources beyond those presented in classes;
- providing a welcoming environment that suggests harmony, peace and concern for the well-being of all persons.

Programs in the Graduate Division include disciplinary, interdisciplinary, and professional graduate degrees. Degree nomenclature appropriately reflects the type of degree.

Degrees Offered

Master of Business Administration with concentrations in:

- Entrepreneurship
- Organizational Leadership
- Project Management

Master of Science in Education with concentrations in:

- Elementary Education*
- Secondary Education*
- Special Education: Mild/Moderate Disability*
- Special Education: Deaf/Hard of Hearing
- Instructional Leadership
- Individually Designed Program

* Teacher Credential Programs (Preliminary and Clear) offered include Elementary/Multiple Subject, Secondary/Single Subject, Education Specialist (Mild/Moderate and Deaf/Hard of Hearing).

Certificate in Instructional Leadership

Certificate in Inclusive and Responsive Teaching

Master of Arts in the Humanities with concentrations in:

- English
 - History
 - Cultural Studies
 - Creative Writing
- (See Humanities Masters Degree)

Master of Science in Nursing with specializations in:

- Educator
- Leadership and Administration

- Adult Gerontology Clinical Nurse Specialist

Certificate in Post-MSN Adult - Gerontology Clinical Nurse Specialist

Associate Degree in Nursing to M.S. Nursing (ADN to MSN) **Program ON HIATUS**

Master of Science in Counseling Psychology with concentrations in:

- Marriage and Family Therapy
- Mental Health Administration
- General Counseling Psychology

Certificate in Counseling the Spanish-Speaking Client

Master of Arts in Religious Studies

Master of Fine Arts in Cinema with tracks in:
(Starting Spring 2014)

- Production
- Animation

Doctor of Physical Therapy
(See *Physical Therapy* section of catalog)

Graduate Admission Policies

A student who holds a bachelor's or higher degree from a regionally accredited college or university is eligible to apply for admission. The student's previous academic record must give evidence of the ability and the preparation necessary for successfully pursuing graduate study. Admission will be based on an evaluation of the applicant's potential for success in both the program and the profession.

Graduate Application Procedures

Applications, with all supporting documents, must be completed before or during the first semester of enrollment. (See application procedures for Doctor of Physical Therapy Admission on page 328)

The applicant forwards the following to:

The Office of Graduate Admission
Mount St. Mary's College
10 Chester Place
Los Angeles, CA 90007-2598

1. Application and application fee.
2. One official, sealed, transcript of all previous college work, both undergraduate and graduate, sent directly from each institution to the Office of Graduate Admission. These records should demonstrate a minimum GPA of 3.0 for applicants to all graduate programs.
3. Letters of recommendation from persons who have had ample opportunity to judge the applicant's academic ability, achievement and professional potential. (Personal references from family members, close friends, and neighbors are discouraged.)

Note: Applicants are **STRONGLY ENCOURAGED** to request letters of recommendation from 3 individuals because requested letters do not always arrive by the admission deadlines.

- a. For applicants for the M. A. in Religious Studies: Two letters from individuals who can assess potential for graduate study in theology and potential in counseling or religious leadership in parish or school.
- b. For applicants for the Master of

Business Administration: Two letters from individuals who can assess appropriate professional potential for success in business.

- c. For applicants for the M. S. in Education: Two letters from individuals who can assess appropriate professional potential for teaching.
 - d. For applicants for the M.S. in Counseling Psychology: Two letters from individuals who can assess appropriate professional potential as a counseling psychologist.
 - e. For applicants for the Master of Science in Nursing and ADN to MSN: Two letters from individuals who can assess appropriate professional potential for success in advanced studies in nursing.
 - f. For applicants for the Doctor of Physical Therapy: Three references are required—one academic, one from a physical therapist, and one from an individual who can assess the applicant's interpersonal skills.
4. Statement of interest/application essay (see Graduate Application).
 5. For DPT applicants, official GRE score reports should be submitted to PTCAS. All other required official test reports are to be sent to Graduate Admissions. The California Subject Examination for Teachers is required for Education applicants. The Graduate Record Exam or Graduate Management Admission Test is required for MBA applicants with a cumulative GPA below 3.0 on a scale of 4.0 during the last 60 semester units.

6. An interview with graduate faculty may be included, depending on the program.
7. MSN and ADNtoMSN applicants must meet all nursing department policies regarding health data, immunization/tests/titers (i.e. TB, Polio, TD, Hepatitis B, Measles, Varicella, etc.), and criminal background check. Contact Graduate Admissions for current requirements.

Graduates of foreign universities at which English is not the primary language must:

1. Submit results of the IELTS test with required minimum band score of 6.5 OR submit results of the TOEFL test with required minimum score of 79 for internet-based test, 213 for computer-based test, or 550 for the paper-based test.
2. Have their transcripts sent to an MSMC approved credential evaluation service agency for equivalency evaluation.

International students must:

1. Submit a notarized statement or official bank certification on International Student Data/Budget application and supporting documents guaranteeing financial support during the period of study at Mount St. Mary's College.
2. Submit a medical certificate.
3. Complete necessary visa documents.

Further details are published in "Information for Prospective Graduate Students From Other Countries," included with the application forms.

Note: Exceptions to the requirements listed above may be requested by academic petition to the graduate advisor and Graduate Dean.

Admission and Acceptance

After all requirements for admission have been fulfilled, the application and supporting documents will be forwarded to the department housing the graduate program to which the applicant has applied. The evaluation process will be conducted by the Program Advisor or Director, Department Chair, Graduate Dean, and occasionally the Graduate Council.

A written decision of acceptance, conditional acceptance, or non-acceptance will be rendered on the Admission Evaluation Form. A copy of the admission letter will be mailed to the applicant from the Graduate Division Office.

In the event that the applicant's undergraduate record does not include all the required courses or a satisfactory grade point average, supplementary undergraduate work may be required to fulfill the prerequisites of the major department.

After official acceptance into a graduate degree program, masters and doctoral degree students may apply for financial aid from the Student Financing Office of Mount St. Mary's College.

An applicant may complete up to 6 units in one semester at MSMC while applying for admission to a Graduate Program in the areas of Education and Humanities (see Non Degree-Seeking Graduate Students section). For Religious Studies requirements, see Graduate Religious Studies. Under certain circumstances a student may petition to complete an additional 3 units prior to the acceptance to any of these programs. No more than nine units taken at Mount St. Mary's College before acceptance into a program may be applied to the degree

program. Enrollment in courses as a non-matriculating student is subject to the approval of the program advisor, director and/or the Graduate Dean. Permission to enroll under a non-matriculating status does not guarantee acceptance to a graduate program at Mount St. Mary's College.

Readmission Policy

A student wishing to return to the College after one year in which he or she was not enrolled must reapply for admission through the Graduate Admission Office and will be evaluated on the same conditions as all other new students.

Academic Policies for Graduate Division**Student Responsibility**

Students are held individually responsible for information contained in the College catalog, Graduate Student Handbook, program handbooks, and College email correspondence. Failure to read and understand these policies and regulations will not excuse students from their observance. In addition they are responsible for the information contained in the official class schedules and other data sent or posted on the MSMC website by the Graduate Division Office. College catalogs are available in the Graduate Division Office, and students are advised to obtain and keep their catalogs.

Academic Integrity – Graduate students are expected to follow Mount St. Mary's policy regarding academic integrity. Plagiarism and other forms of academic dishonesty are treated as extremely serious violations of ethical conduct and may result in suspension or expulsion from the University. (See Catalog, Undergraduate Academic Policies, Academic Integrity section, and Graduate Student Handbook,

Academic Integrity on page 46 online.)

Graduate Academic Support Services

The Graduate Transition Center supports graduate students by offering a full range of academic support services. The Center offers orientation and workshops for new graduate students; writing and thesis assistance; tutoring in research methods, statistics, and disciplinary areas; career counseling; and faculty mentoring. Centrally located on the Doheny Campus, the Graduate Transition Center also offers graduate students a space to work on group projects with peers and faculty.

Residence and Time Limit

After acceptance into a degree program the student is expected to remain continuously enrolled each regular semester up to and including the semester in which the degree is awarded. The degree must be earned within seven years after the first graduate level course is posted on the transcript. Note: courses applicable to credentials are subject to California Commission on Teacher Credentialing limitations.

A graduate student who is eligible but who chooses not to enroll continuously may petition for a leave of absence for a semester and may renew the leave for another semester but no more than three consecutive semesters. At the end of the period of leave, the student may enroll without filing an application for re-admission. After a lapse of time extending beyond the leave, the student will follow the same procedures as those for new applicants.

Thesis or Project Completion

If a student, after one semester enrollment in EDU 296B, HUM 296B, PSY 295 or 296, or RST 290 or 291,

has not completed the project or thesis, the student will be required to enroll in a one-unit thesis project continuation course (EDU 297A,B,C; HUM 297A,B,C, PSY297A,B,C or RST 290A,B,Cor 291A) for the subsequent semesters until the thesis/project is completed. Once three project continuation courses are completed, no other options for completing the masters degree are available.

Unit Load

The number of semester units of work taken in the respective semester or summer session is determined in consultation with departmental advisors. The number of semester units for a full-time load is six (6) semester units.

Student Credit Hour

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Graduation

Application for Graduation: Candidates for the Masters and Doctoral degrees must file a formal

degree application and pay the required fee at the beginning of their final semester. The specific date for this application is published in the current Academic calendar.

It is the responsibility of the student to apply for graduation. Graduation application forms are available in the Doheny Registrar's Office.

The graduation fee is required, in order for the degree to be awarded, regardless of attendance at the graduation ceremonies. Candidates should check with the appropriate program advisor or director to affirm that all requirements have been met.

Education Credential candidates are responsible for submitting Credential applications to the MSMC Department of Education for processing.

Graduation Exercises

Candidates receiving degrees are invited to participate in the graduation exercises. In order to participate in commencement exercises, students must be registered for all courses needed to complete degree and college requirements. These ceremonies are held each year at the end of the Spring semester. All graduates who have completed their programs since the previous Spring are included in these exercises.

Readmission of Students Who Have Already Completed a Graduate Degree

Graduates who wish to enroll for another credential or degree will follow the same procedure as new applicants. New recommendations and other records may be required, depending upon changed circumstances. An application fee is not charged unless a period of five or more years has elapsed since the completion of the previous program.

Non Degree-Seeking Graduate Students (Non-Matriculating Status)

Students who hold a Baccalaureate degree from accredited colleges or universities are eligible to take courses for unit credit at the College without the intention of pursuing a graduate degree or credential. They may take either undergraduate courses in subjects of special interest or graduate courses for personal or professional development. Students complete an application and registration form and may be required to provide evidence of possessing a Baccalaureate degree at the time of registration. Their registration is approved by the program advisor. They are expected to observe all policies and procedures of the College while in attendance. If, after taking courses at the College, a student should become an applicant for a degree, a limited number of graduate credit courses (no more than nine units) may be applied to the individual degree program, after the student has been admitted to the Graduate Program. These courses must satisfy the requirements of the program and meet the approval of the program advisor/director and the Graduate Dean. Permission to enroll under a non-matriculating status does not guarantee acceptance to a graduate program at Mount St. Mary's College.

Course Numbers

Although all of the work counted toward a graduate degree is of a distinctly advanced character, not all of the courses need be taken from the 200-level. With the approval of the graduate advisor/director in the major field, upper division courses suitable for a well rounded program may be included, provided that the student earns at least a grade of B. A maximum of upper division units that may be included are nine semester

units for the Master of Arts in Humanities and the Master of Science in Education degrees and six units for the MSN degree. Courses required for a Doctoral degree in Physical Therapy have 400-499 numbering.

Grading Policies

Once submitted, grades may not be changed unless the result of clerical or procedural error. A student must request a review/change within 30 days after the end of a semester, or within 30 days following the posting of grades on WebAdvisor containing the grade which the student wishes to challenge. (See process in Graduate Handbook.)

Grades

The grade point average for all work presented for an advanced degree, credential, or certificate must be at least 3.0 or B average. A required course in which a grade of D or F has been received must be repeated. See specific program requirements for exceptions.

The student's grade point average is computed according to this scale:

A	4.0
A-	3.7
B +	3.3
B	3.0
B-	2.7
C +	2.3
C	2.0
C-	1.7
D	1.0
F	0.0

The following grades are not computed in the GPA:

AU	Audit
CR	Credit given (see below)
I	Incomplete (see below)
IP	In Progress: deferred grading for graduate thesis or field experience
NC	No Credit given (see below)

NG	No Grade received, issued by the Registrar pending receipt of the final grade
U	Unauthorized withdrawal
W	Withdrawal

Credit/No Credit

CR/NC ordinarily applies only to the Supervised Field Experience in graduate programs. For field experiences, practica, and supervised teaching offered by the Education, Counseling Psychology, Nursing and Physical Therapy Departments, CR signifies B or better work.

Audit

The grading selection of Audit should be requested when a student wishes to preview a course for which he/she will be enrolled at a later date for a grade or to review a course that has already been successfully completed as preparation for further study, or for intellectual curiosity and enrichment. Auditors attend class sessions regularly but are not obligated to take examinations. They receive no credit for courses audited. **Tuition is charged for courses taken as audit.**

Incomplete

An Incomplete is given only when a student:

- has fulfilled the majority of the course requirements,
- has a passing grade in the classwork,
- is prevented from completing the assigned work for serious reasons,
- has consulted the instructor prior to the grading period, and
- has been assessed by the instructor that he/she can realistically complete the work within one semester.

A student requesting an Incomplete must file a Petition for Incomplete with the signature of the instructor and the

department chairperson prior to the day of the final exam. The instructor will assign a default grade when approving an incomplete. This default grade will be recorded on the student's transcript when a completed grade is not assigned by the instructor and/or an extension of the incomplete is not processed. An incomplete may only be extended for one additional semester with the approval of the instructor, the department chairperson, and the appropriate academic dean. (Students may not be given more than two semesters to complete any course.)

Repetition of courses

Only courses for which unacceptable grades have been assigned may be repeated for a higher grade or CR. (See specific program for definition of unacceptable grades.) Courses may be repeated only once. The units are counted only once and the higher grade computed in the GPA. A student must repeat required courses in which unacceptable grades were assigned if the student is eligible to remain in the program.

Transfer of Credit

A maximum of six semester units of graduate work taken in an accredited graduate program is transferable to Mount St. Mary's College provided that:

- the transfer courses satisfy curriculum requirements at Mount St. Mary's College and a grade of B or better was earned;
- the courses are transferred after the student has been accepted into the program and prior to the last semester of graduate study; transfer credit forms are available in the Graduate Office;
- correspondence and extension courses

are not transferable;

- courses were taken within seven years of the date on which the student was accepted in a Mount St. Mary's College graduate program.

Once admitted to a graduate program students are expected to pursue study only at Mount St. Mary's College.

Credit by Exam

In selected departments, course credit by challenge examination is available on a limited basis and at the discretion of the department chairperson. The student must file the approved form in the Office of the Registrar. Only units of CREDIT will be awarded for these examinations (No record of failures will appear on a student's transcript.). All credit awarded in this manner will be so noted on the student's transcript. **A course may be challenged by examination only once.**

Unauthorized Withdrawal

The designation of Unauthorized Withdrawal (U) may, at the discretion of the instructor, be assigned when the student does not attend a sufficient number of class meetings or instructional hours after the withdrawal deadline. Instructors are encouraged to consult with their department chairs before assigning a grade of U. The U designation carries no connotation of quality of student performance and is not calculated in the grade point average.

Withdrawal From Courses

The grade W indicates withdrawal from a course, according to the following policy:

Withdrawal (W) indicates that the student was permitted to withdraw from a class during the period scheduled on the College calendar with the approval of the instructor and

advisor. After the scheduled date, a student may petition the Graduate Dean for an exception. The W carries no connotation of quality of student performance and is not calculated in the grade point average.

Withdrawal from Programs

When students withdraw from a graduate program, they must file a withdrawal notice in the Graduate Division Office.

Academic Probation

Failure of a graduate degree or credential student to maintain a 3.0 cumulative GPA places the student on probation. The student will be notified in writing from the Office of the Graduate Dean regarding the probation. A student on probation must achieve a semester GPA of 3.0 or higher during the next two semesters in order to be reinstated to regular standing and may be required to take fewer units of work while on probation. See individual departments for specific probation policies.

Academic Dismissal

A student is subject to dismissal for failure to maintain a 3.0 GPA during the probationary period. Failure to comply with the requirements and regulations of the graduate program and College may also subject a student to dismissal. The Graduate Dean and/or the Graduate Council have the authority to dismiss students and to suspend dismissal.

Academic Petitions

A petition may be submitted to cover certain exceptions to stated policies. A petition may not be retroactive, but must be submitted before the exception is to be considered.

Grievance Procedure

The Mount St. Mary's College Student Bill of Rights and Grievance Procedure are available on the MSMC website or by request from the Graduate Division Office.

Graduate Council

The Graduate Council is an advisory body, composed of the graduate program directors, student representatives and the Graduate Dean, whose function is to recommend modifications or changes in graduate policy to the Provost. The main objectives of the Graduate Council are to promote excellence in research and scholarship beyond the undergraduate level and to strengthen existing graduate programs. Among their concerns are admission standards, degree requirements, and program review and approval.

International Students

Mount St. Mary's is certified to issue the I-20 form required for an F-1 visa student to study in the United States. To secure an I-20, the student must be admitted to the college and show proof of ability to meet all academic and personal expenses while in the United States. See International Student Admission Procedures for more information on how to apply.

International students enrolled in a graduate program must enroll in at least 6 units per semester (Fall, Spring and Summer), in order to maintain F-1 visa status.

It is the responsibility of the F-1 Visa Student to maintain lawful status.

Veterans Affairs*Military and Veteran Student Services*

Mount St. Mary's College is approved by the Bureau of Private Postsecondary and Vocational Education (BPPVE) to certify veterans and other eligible persons so they may use their education benefits. We adhere to the guidelines for Institutions enrolling and certifying veterans and other eligible persons: develop standards for maintaining adequate records, policies for satisfactory progress, previous education and training, conduct, attendance, and graduation requirements and all other requirements in accordance with Code of Federal Regulation (CFR) 21-4253.

Certifying Officials

The Certifying Official for Mount St. Mary's College is responsible for the accurate and prompt certification of enrollments and changes in enrollment of eligible students to the VA. The certifying official is an employee of Mount St. Mary's College, not the VA. The certifying official cannot determine eligibility for VA Educational Benefits.

For more information on your Veteran Affairs Certification, contact the Registrar's Office.

Courses of Instruction

Designation of Credits and Courses

Courses numbered 1-99 are lower division courses, generally taken by freshmen and sophomores; those numbered 100-199 are upper division courses, generally taken by juniors and seniors, or majors. In order to enroll in any upper division course, a student must first successfully complete English 1A and 1B or English 5H. Students must also have sophomore standing or the approval of the instructor to enroll in an upper division class. Students must be enrolled in an English composition class each semester until they complete the General Studies written communication skills requirement IA.

Credit for courses whose course numbers include the letter X may not be applied to the Baccalaureate degree.

Courses numbered 200-299 are graduate level, those numbered 300-399 are professional courses, and those between 340-349 are professional credit courses that may be submitted for equivalency evaluation to be applied to a credential or masters program. Courses numbered 400 are used to fulfill DPT requirements.

Courses listed as upper division/graduate (100/200) may be taken for either.

Courses approved for fulfillment of the General Studies curriculum requirements are identified after the course description in each department:

GS-IA Written Communication Skills

GS-IB Oral Communication Skills

GS-II Critical Thinking

GS-IIIA Art or Music

GS-IIIB Literature

GS-IIIC History

GS-IIID Natural and Physical Sciences

GS-IIIE Mathematics

GS-IIIF Social and Behavioral Sciences

GS-IIIG Contemporary Economics or Politics

GS-IV Modern Language

GS-VA1 Religious Studies: Scripture

GS-VA2 Religious Studies: Christian Thought

GS-VA3 Religious Studies: Christian Ethics

GS-VA4 Religious Studies: Religion and Religions

GS-VB1 Philosophy: Philosophical Ideas

GS-VB2 Philosophy: Ethics

GS-VB3 Philosophy: Other

GS-VI Diversity Perspectives

GS-VII Quantitative Literacy

After the last day to add a course as published in the schedule of classes, no changes may be made respective to the level of study.

American Studies

DEPARTMENTAL AFFILIATION: HISTORY AND
POLITICAL SCIENCE

What is distinctive about American culture? What issues and concerns face America in terms of the global realities of war, terrorism, international economics, poverty vs. wealth, and public policy? What values do Americans treasure? The major in American Studies provides opportunity to focus on the influences of the past and present which affect American character, experience, and institutions.

This major draws from a variety of disciplines, such as Philosophy, English, History, Business, Art, and Political Science. It provides a strong foundation for careers in law, public policy, teaching, writing, philosophy, politics, and international relations. Double majors with Philosophy, English, History, Art, or Political Science are possible and encouraged.

The principal criterion for determining whether a course is applicable to an American Studies major is that it gives insight into American thought and culture: the nation's history, social structure, politics, commerce, all that comprises *The American Experience*, including its reflection in literature, art, and music.

Many regularly offered courses clearly fulfill this requirement and are listed as interdisciplinary electives in the following sections. Other courses that a department may occasionally offer will also apply, with approval of the American Studies Program Director.

Interdisciplinary Requirements

A minimum of *thirty-six units* in American Studies is required. To ensure a wide exploration of the American Experience, at least three upper division courses must be taken in the humanities (literature, philosophy, art) and three in the social sciences (history, political science, sociology, economics).

Business

BUS 4	Business Foundations & Analysis	(3)
BUS 5	Business Law I	(3)
BUS 92	Business Ethics	(3)
BUS 106	Business Law II	(3)
BUS 133	Money, Politics and Business	(3)
BUS 140/H	Women's Issues in Business & Economics	(3)
BUS 160	Principles of Marketing	(3)
BUS 161	Principles of Advertising	(3)
BUS 184	Organizational Behavior	(3)
BUS 185	Principles of Management	(3)
BUS 194	Consumer Behavior	(3)

English

ENG 20/120	Great Works in American Literature	(3)
ENG 26	Literature of the American West	(3)
ENG 108	The News Media	(3)
ENG 126	The American Experience	(3)
ENG 129	Ethnic Literatures of America	(3)
ENG 145	American Literature: Beginnings to 1914	(3)
ENG 146	American Literature: 1914 to Present	(3)
ENG 164	American Drama	(3)

History

HIS 6/106	American Cultural History	(3)
HIS 171	The United States from Colony to Republic, 1607-1800	(3)
HIS 173	The United States in the 19th Century	(3)
HIS 175	The United States in the 20th Century	(3)
HIS 178	Diplomatic History of the U. S.	(3)
HIS 179	Constitutional History of the U. S.	(3)
HIS 180	Current Constitutional History	(3)
HIS 181	Modern Presidential History	(3)

HIS 184	Radicalism and Dissent	(3)	PSY 128	Adulthood and Aging	(3)
HIS 185A	African American History: American Slavery, 1619-1865	(3)	PSY 139	Child Abuse and Family Violence	(3)
HIS 185B	African American History: Emancipation to the Modern Era	(3)	PSY 144	Psychology of Prejudice	(3)
HIS 185C/185C H	Race and Racism in American Life and Thought	(3)	PSY 145	Social Psychology	(3)
HIS 186/186H	Gender in American Life and Thought	(3)	PSY 148	Industrial/Organizational Psychology	(3)
HIS 188	California History	(3)	PSY 151	Divorce and Remarriage	(3)

Philosophy

PHI 92	Intro to Business Ethics	(3)	PSY 185	Psychology of Law	(3)
PHI 134	American Philosophy	(3)	PSY 186	Violence Against Women	(3)
PHI 162	Philosophy and Native Cultures	(3)			
PHI 165	Philosophy of Law	(3)	Sociology		
PHI 168A	Contemporary Moral Problems	(3)	SOC 104	The Family	(3)
PHI 168B	Bioethics	(3)	SOC 110	Juvenile Delinquency	(3)
PHI 170	Social and Political Philosophy	(3)	SOC 111	Criminology	(3)
PHI 174	Philosophy of Art	(3)	SOC 112	Medical Sociology	(3)
PHI 175	Philosophy of Film	(3)	SOC 125	Cultural Anthropology	(3)
PHI 176	Philosophy of Literature	(3)	SOC 135	Mass Media	(3)
PHI 179	Women and Values	(3)	SOC 160	Diversity in Society	(3)

Political Science

POL 1	American Government & Institutions	(3)	SOC 161	Dynamics of Majority-Minority Relations	(3)
POL 5	Business Law	(3)	SOC 175	Urban Sociology	(3)
POL 93ABCD	Selected Problems and Projects in Political Science	(1-3)	SOC 180	Social Stratification	(3)
POL 105	Advanced Business Law	(3)	SOC 189	Gerontology	(3)
POL 107	Criminal Law	(3)	SOC 190	Social Change	(3)
POL 109	Individual Rights	(3)	SOC 191	Social Movements	(3)
POL 116	Democracy and Democratic Theory	(3)	SOC 195	Sociology of Religion	(3)
POL 125	Foreign Relations of the U. S.	(3)			
POL 137	Ethnic Conflict and Civil War	(3)			
POL 170	American Party Politics	(3)			
POL 171/H	Presidents and Personality	(3)			
POL 175AB	Selected Topics in the American Political Structure	(3,3)			
POL 176	Public Policy	(3)			
POL 179	California Politics	(3)			
POL 180	State and Local Government	(3)			
POL 186	Intro to Public Administration	(3)			
POL 191	Internship in Government Service	(3)			

Psychology

PSY 110	Gender Issues in Psychology	(3)
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Total Units in American Studies: 36

Courses are described in the respective departmental listings.

Plus General Studies requirements and electives totaling 124 semester units, including Modern Language requirement. At least 15 upper division American Studies units must be completed at MSMC.

American Studies Minor

A minimum of six courses that meet the American Studies criteria described above.

Art

Fine Arts and Graphic Design Baccalaureate Programs

A student majoring in art may choose between two emphases, *Fine Arts or Graphic Design*. In both the goals are to provide the undergraduate student with a thorough and comprehensive understanding of art as an essential human activity, to enable a high skill level in a variety of medium, and to promote a level of personal insight and intellectualism so to become fully self assigning. The program aims to prepare students who wish to continue on to graduate programs or as professional artists, graphic designers, teachers, or in a related field.

The **Bachelor of Arts Degree with a major in Art** offers the students a thorough foundation through applied course work. As applied proficiency is gained, a personal direction is encouraged and a conceptual foundation is developed.

Art courses are offered on both the Chalon and Doheny campuses with the purpose of enriching the liberal arts experience, expanding the General Studies offerings, and providing a comprehensive program for the major.

Courses Required for a B.A. Degree in Art

Lower Division Prerequisites:

ART 1	Drawing I	(3)
ART 2	Design I	(3)
ART 4	Painting I	(3)
ART 12	Ceramics I	(3)
ART 15	Computer Graphics I	(3)

Students may take in lue of ceramics

ART 146	3-D Design	
ART 149	Sculpture	(3)
ART 24	Materials and Methods	

Any one Art History Course (3)

Students are encouraged to take as many Art History courses as possible.

One course from the following:

ART 7/107	Experiences in the Visual Arts	(3)
ART 170	History of Art: Ancient thru Medieval	(3)
ART 171	History of Art: Renaissance through Romanticism	(3)
ART 172	History of Art: The Modern World	(3)
ART 173	History of Art: Multiculturalism and the Visual Art	(3)
ART 174	History of Art: Women in Contemporary Art	(3)
ART 177	History & Criticism of Photography	(3)
ART 178	Arts & Myths of Mesoamerica	(3)

Students are encouraged to take all Art History courses

Upper Division Required Courses for an Emphasis in Fine Arts:

ART 134 Sophomore Portfolio (3 units): All students are required to take this in their Sophomore year as well as students who are transferring into the program from another college and will be in their junior year. Please see your advisor if the course is not listed in the schedule.

ART 164	Drawing II (Figure)	(3)
and		
Five additional upper division courses in Art:		(15)
and		
ART 193	Senior Projects and Exhibition *	(3)
	<i>*must be completed during final year</i>	

Total units, emphasis in Fine Arts: 42-45

Students with an *Emphasis in Fine Arts* are encouraged to take a minimum of three semesters in at least one of the following mediums: drawing, painting, printmaking, photography, ceramics, plus General Studies requirements and electives totaling 124 semester units.

Upper Division Required Courses for an Emphasis in Graphic Design:

ART 106	Design II	(3)
	or	
ART 130	Graphic Communication	
ART 115	Computer Graphics II	(3)
	or	
ART 116	World Wide Web	
ART 131	Graphic Production	(3)
ART 132	Package Design	(3)
ART 133	Illustration	(3)
	or	
ART 166	Painting II	
ART 164	Drawing II (Figure)	(3)
ART 134	Sophomore Portfolio	(3)
ART 193	Senior Project and Exhibition*	(3)
	<i>(*must be completed during final year)</i>	
Total units, emphasis in Graphic Design:		42

Plus General Studies requirements and electives totaling 124 semester units, including Modern Language requirements.

Art Minor Requirements

A minimum of six courses (18 units) in Art:

Required Courses:

ART 1	Drawing I	(3)
ART 2	Design I	(3)
Any one Art History course:		(3)
Any three additional courses in Art		(9)

Total units in Art: 18

Graphic Design Minor Requirements

Required Courses:

ART 1	Drawing I	(3)
ART 2	Design I	(3)
ART 15	Computer Graphics I	(3)
A minimum of three courses (9 units) from the following:		
ART 102	Design II	(3)
ART 115	Computer Graphics II	(3)
ART 116	Design for the World Wide Web	(3)
ART 130	Graphic Communication	(3)

ART 131	Graphic Production	(3)
ART 132	Package Design	(3)
ART 133	Illustration	(3)

Total of 18 units

Art History Minor Requirements

A minimum of six courses (18 units) including 12 units of Art History, design I and any other applied course:

ART 7/107	Experiences in the Visual Arts	(3)
ART 170	History of Art: Ancient thru Medieval	(3)
ART 171	History of Art: Renaissance thru Romanticism	(3)
ART 172	History of Art: Modern World	(3)
ART 173	Multiculturalism and the Visual Arts	(3)
ART 174	Women in Contemporary Art	(3)
ART 175	Critical Theories in the Visual Arts	(3)
ART 177	History and Criticism of Photography	(3)
ART 178	The Arts and Myths of Mesoamerica	(3)
ART 199	Independent Study: Research Paper in Art History	(3)

One additional course in Art (3)

Total units in Art: 18

Minor in Creative Advertising (24 units)

Affiliated departments: Art, Business, and Film - Media & Communications

The minor in Creative Advertising is an interdisciplinary program providing students the opportunity to explore the creative elements in conjunction with the development of advertising as well as the principles behind the business and psychology of professional advertising campaigns. This minor is designed to add critical value to those entering the fields of marketing and advertising, graphic design, business, media communications, and public relations.

Students may choose an advisor in any one of the three departments; Art, Business, Film-Media Communications.

Core courses: (18 units)

ART 15	Computer Graphics I	(3)
ART 130	Graphic Production	(3)
	or	
ART 131	Graphic Communication	
ART 160	Principles of Marketing	(3)
ART 161	Principles of Advertising	(3)
ENG 107	Professional Writing	(3)
FLM 139	Digital Video Production	(3)

Choose at least two additional courses from below for a total of no less than six units:

ART 130	Graphic Production	(3)
ART 131	Graphic Communication	(3)
ART 132	Package Design	(3)
BUS 180A/B	Advanced Advertising Seminar (can be taken for 1-3 units)	(1-3)
BUS 194	Consumer Psychology	(3)
FLM 123	Commercial Production	(3)
FLM 157	eMedia	(3)

Total required for minor in Creative Advertising:
at least 24 units

Note about prerequisites:

Art: Students taking ART 130, 131 or 132 must first complete ART 2 (Design 1) which is a GE course, and ART 15. All Art courses have a lab fee, please see current catalog for details.

Film: Students taking FLM 139 must complete or concurrently enroll in FLM 100 (1-unit), OR demonstrate competency in video editing with FCPX or Avid Media Composer.

Business: Students taking BUS 160,

Principles of Marketing must complete the pre requisite of Business 4 first.

Fine Arts and Graphic Design Associate Programs

Mount St. Mary's College Associate in Arts program in Graphic Design and Media Communication will prepare the diligent student to start a career in a varied world of visual media. These include graphic design, publishing, film and television, and related careers from corporate to freelance. At the end of the two-year program, students will be prepared to present a portfolio based upon their choice of Graphic Design or Media Communication that will show competence in publishing, graphic production, visual communication including film, all with an emphasis in visual literacy. A strong foundation in design, competence with computer literacy, a continuous development of drawing skills and the understanding of mass media are central to the programs.

Graphic Design or Media Communication A.A. Degree Program

Students entering both programs are urged to work with an advisor to plan a two-year schedule to clearly understand the best sequencing of courses. Depending on date of entry to the program and students' interests and goals, students entering the program in the second semester may need to attend summer school to complete the program.

Graphic Design A.A. Requirements

First Year Fall

ART I	Drawing I	(3)
ART 2	Design	(3)
ART170(s)	Any Art History course	(3)
Nine courses from the list below		
ART 164	Drawing II	(3)
ART 15	Computer Graphic I	(3)

ART 10	Photography I	(3)
ART 102 or	Design II or	(3)
ART 130	Graphic Communication	
ART 132	Package Design	(3)
ART 4 or	Illustration or	(3)
ART 133	Painting I	
ART 130	Graphic Communications	(3)
ART 115 or	Computer Graphics II or	(3)
ART 116	Design for the World Wide Web	
ART 131	Graphic Production	(3)
ART 35	Graphic Arts Internship*	(1-3)

Any one additional course with approval (3)
 * *Graphic Arts Internship - transfer students from the A.A. program to the B.A. program are not required to take Graphic Arts Internship, Art 35.*

Graphic Arts Internship may be taken either Fall and/or Spring of the second year.

In addition, General Studies requirements and electives totaling 60 semester units are needed for the degree.

Media Communication A.A. Requirements

ART 1	Drawing I	(3)
ART 2	Design I	(3)
ART 10	Photography I	(3)
ART 15	Computer Graphics I	(3)
ART 102 or	Design II or	(3)
ART 130	Graphic Communication	(3)
ART 133	Illustration	(3)
ART 131	Graphic Production	(3)
SOC 33 or	Culture, Music and Broadcasting	(3)
SOC 133		
SOC 35 or	Mass Media	(3)
SOC 135		
SOC 132	Film and Television	(3)
PHI 10 or	Critical Thinking or	(3)
PHI 21	Moral Values	
PHI 167 or	Ethics in Film or	(3)
PHI 175 or	Philosophy of Film or	
PHI 174	Philosophy of Art	
ART 35*	Graphic Arts Internship	(1-3)

Total of 39 – 42 units plus additional

units sufficient to complete the A.A. degree. Note that many of the courses required in the major will also double count for the A.A. degree.

* *Graphic Arts Internship - transfer students from the A.A. program to the B.A. program are not required to take Graphic Arts Internship, Art 35. Graphic Arts Internship may be taken either Fall and/or Spring of the second year.*

In addition, General Studies requirements and electives totaling 60 semester units are needed for the degree.

Art Course Descriptions

All ART courses below marked with * carry a \$50 Laboratory Fee.

*ART 1 Drawing I (3)

Beginning drawing class for those just starting and for those who need to renew skills. Development of basic drawing skills. Emphasis on fundamentals of form, structure, and composition. Various black and white media are explored.

*ART 2 Design I (3)

An investigation of the elements and principles of design through specific visual problems. Color theories are explored and subsequent interaction of color is studied through application. **GS-III A**

*ART 3/103 Visual Thinking (3)

Exploring the use of visual imagery as a form of communication and problem solving. Right brain thinking and the creative process will be considered. Understanding the language of vision and developing skills pertaining to the use of these visual elements and principles of design will be emphasized. The course seeks to develop a broader sense of self and the potential for using visual thinking as an alternate mode of knowing. It complements analytical skills and is applicable to creative problem solving in all disciplines. **GS-III A.**

*ART 4 Painting I (3)

The development of skills relative to composition, color and other structural elements of painting. Primarily acrylic or oil paint will be

used although various materials can be considered. Building a stretcher bar and stretching canvas will be included.

***ART 5 Fundamentals of Art (3)**

Illustrated lecture through the use of slides and videos on the development of art forms from around the world. History from earliest time periods through contemporary life. Various modes of painting, sculpture, architecture, and crafts will be studied. A few of the classes will be devoted to a hands on exploration of some of these art forms. **GS-III,VI**

ART 7/107 Experiences in the Visual Arts (3)

The aim of this course is to help students develop a greater aesthetic awareness through direct exposure to the visual arts. Emphasis on visits to artists, studios, museums, and galleries. **GS-III**

ART 8 Digital Deluge (3)

This course will examine new forms in photography using the cell phone camera, digital point and shoot, digital SLR or film cameras. Emphasis will be on how these forms can limit and influence the creative output. Through a series of assignments the student will create a body of work to be portfolio ready upon completion of the class. This course is open to all students. Grad levels will be required to complete an additional assignment.

***ART 10 Photography I (3)**

A laboratory and theory course that is concerned with a working understanding of a 35mm format camera, techniques of shooting, developing, and printing. Photo projects in this course will have an emphasis with issues dealing with contemporary society and social issues. This is a black and white course. The art department will loan 35mm cameras to students with a need.

***ART 11 Silkscreen/Printmaking I (3)**

A laboratory course involving etching, monotype, relief printing processes and computer generated photo etching. Historical development and the aesthetic value of the print image will be considered. Creative experimentation with materials and technique is emphasized.

***ART 12 Ceramics I (3)**

Beginning course with emphasis on gaining skills through manipulation and facility of the material clay. Students will be introduced to beginning techniques of hand-building including coil and slab construction with an emphasis toward the ability to create complex

volumetric forms. Personal development of visual concepts through given projects will be encouraged.

***ART 15 Computer Graphics (3)**

This course will introduce graphics programs of the Adobe Suite such as Illustrator, Photoshop, and In-Design while exploring a range of design issues. The computer will serve as a tool for learning and expressing ideas through visual means. This course is taught both on a PC and Mac platform. Art 2 recommended for Design fundamentals but not required.

***ART 17 Digital Black and White Photography (3)**

An introductory studio and field course. Course will introduce the use of a Digital camera, RAW files, file management, and printing. Introduction to Adobe Photoshop in conjunction with Adobe Light Room or Bridge. Special Emphasis will be placed upon thematic image development.

***ART 22/122 Watercolor (1-3)**

Beginning with line and wash, the student will be guided through the basic techniques and subjects most suitable to this extraordinary painting medium. Color mixing, value, glazes, brush techniques and wet into wet painting will be covered through a series of exercises and demonstrations. More advanced students will be encouraged to inventive uses of combined techniques and subject.

***ART 23/123 Introduction to Bookmaking (1-3)**

This class will teach basic binding techniques as well as open possibilities for creating personal books with content. Students will be introduced to different structures while learning folding, cutting, stitching, adhesive, and non-adhesive binding techniques.

***ART 24 Wood (1-3)**

This class will explore the nature of wood and how the material can be shaped and formed. Students will be introduced to techniques such as sawing, planing, joinery, and finish work with both hand and power tools.

ART 94/194 Study/Travel (1-6)

***ART 99 Special Experience (3)**

An individually designed course combining field experience with studio projects. May be repeated for credit.

***ART 102 Design II (3)**

This course further investigates the application of elements and principles of design. Included are graphic processes and techniques. Topics include an introduction to typography, layout, advanced color theory and an introduction to 3-D Design. *Prerequisite: ART 2*

ART 108 Digital Deluge (3)

This course will examine new forms in photography using the cell phone camera, digital point and shoot, digital SLR or film cameras. Emphasis will be on how these forms can limit and influence the creative output. Through a series of assignments the student will create a body of work to be portfolio ready upon completion of the class. This course is open to all students. Grad levels will be required to complete an additional assignment. *Prerequisite: ART 15 or ART 10.*

***ART 115 Computer Graphics II (3)**

Advanced skill using the Adobe Suite main programs, Adobe Illustrator, Adobe Photoshop, and In-Design for both print and the web. Emphasis will be on development of successful design concepts, combining text and images, along with solid production skills. *Prerequisite: ART 15*

***ART 116 Design for the World Wide Web (3)**

What it takes to make a successful web site from start to finish. Creation of a web site through the writing of HTML code. Course work will include class discussion and work on advanced Adobe Photoshop file creation techniques, integrating forms, layout options, JavaScript, animation, and FTP. *Prerequisites: Art 15*

***ART 130AB Graphic Communication (3,3)**

The development of visual language for the purpose of communicating social, industrial and institutional concerns. Using pictogram, symbol, and logo design, students create visual identity for organizations, business, and personal concerns. Students learn the language of design as they develop the skills to communicate as a designer with a client and to put into visual language the needs of the client. A variety of techniques and graphic processes will be explored. *Prerequisite: ART 2*

***ART 131 Graphic Production (3)**

Advanced studies in professional print production. Continued work in Adobe Photoshop, Adobe Illustrator, and Quark Xpress. Students will learn the inside and outside of what it takes to prepare files and

successfully work with professional image setters and printers. *Prerequisite: Art 15*

ART 132 Package Design (3)

Through slide lectures, demonstrations, homework assignments, group collaborations, and project critiques students will learn about the many different aspects involved in creating package design for the market place. Such categories as layout and structural design, branding and positioning, package types, shelf issues, materials, comping, community friendly packaging and work flow case studies will be introduced and examined in great detail. Examples of packaging for different industries will be presented in class: Entertainment, food, beverage, toy, beauty, electronics, household and industrial products. *Prerequisites: ART 15 or working knowledge of Illustrator.* Those with knowledge of Illustrator but have not had ART 15 should see the Chair of the Department.

***ART 133AB Illustration (3,3)**

The study of contemporary illustrators and their work for both content and style in publications and media. Emphasis is placed on developing skills applicable to illustrations and communicating your ideas with a convincing message and technique. Assignments may cover material such as CD covers, book jackets, stories or magazine articles. *Prerequisites: ART 1 and ART 164.*

ART 134 Sophomore Portfolio (3)

The goal of this course to begin the process of professional presentation. The course will emphasize documentation of work through photographic means, presentation of the documents both in an electronic and non electronic format, resume building, production of a body of self assigned work, and artist statement.

ART 35/135 Graphic Art/Media Internship (1-3)

Development of skills in the graphic arts as used in contemporary electronic printing, or other modes of printing as interest dictates. Emphasis will be on design, layout, and copy production and the step-by-step preparation of artwork from design to press. *Prerequisite: ART 2.*

***ART 136 Visual Thinking II (3)**

The further development of skills and understanding pertaining to the use of visual thinking as a method of creative problem solving. Emphasis will be placed on conceptual development, presentation and verbal analysis.

The application of the visual elements and principles of all art will continue. *Prerequisite: ART 3.*

***ART 145 Arts and Crafts in the Classroom (1-3)**

A variety of skills for the elementary and secondary grades to demonstrate arts or crafts activities to the group. Students become acquainted with classroom methods. They will use art education processes as a method to enhance reading, writing, arithmetic, and social studies. Students investigate problems such as group and individual motivation, self-motivation, and attitudes of self expression typical of different ages and temperaments.

***ART 146 Three-Dimensional Design (3)**

An introduction into basic design vocabulary and concepts through the use of exciting use of basic materials to explore three-dimensional form and space. A variety of materials will be explored that are directly applicable to this exploration.

***ART 149 Sculpture I (3)**

An introduction into basic sculpture processes and techniques. Emphasis on the creative development of three-dimensional form in space. A variety of materials, including industrial and alternative, will be explored.

***ART 150 ABC Photography II: Portraiture (3,3,3)**

This is a fast-paced and focused course designed to explore various forms of portraiture. Weekly assignments will be given and critiqued. Classroom time will be focused on demonstration of the assignment and to presentation of work. One image for each assignment will be selected for print. Included in this course will be the use of natural light and limited use of artificial light. The goal is to provide students with a basic understanding of lighting the subject as the student builds their portfolio. Because of the nature of this course, a basic understanding of Photoshop is needed. The completion of Photography I or Computer Graphics I is required. Students will be provided with a digital camera but will need to provide their own memory card and flash drive. *Prerequisite: ART 10 or ART 15.*

***ART 151 ABC Silkscreen/Printmaking II (3,3,3)**

Further development of printmaking skills including etching, computer/photo "image on" intaglio, and multiple plate color printing and

monotype. Personal direction will be encouraged. *Prerequisite: ART 11.*

***ART 152 ABC Color Digital Photography (3,3,3)**

A studio and field work course. Course will cover lighting, still life, and portrait photography. Color management and theory will be covered. Emphasis will be placed on development of concept based thematic body of work. Adobe Photoshop in conjunction with Lightroom and/ Bridge will be used. *Prerequisite: Photography I, Art 12.*

ART 159 ABC Sculpture II (3,3,3)

Advanced problems which encourage conceptual development and technical control. Individual direction and choice of materials are encouraged. *Prerequisite: ART 12.*

***ART 162 ABC Ceramics II (3,3,3)**

Development of personal vocabulary will be emphasized. Sequential addition of new skills coupled with refinement of existing skills. Emphasis will be on learning the potter's wheel. Glaze formulation and kiln operation will be introduced. Individual direction through selective problems will be encouraged. *Prerequisite: ART 12.*

***ART 164 ABC Drawing II (Figure) (3,3,3)**

Drawing from life in various media, preceded by introductory anatomical studies. The accurate and creative use of the figure in composition will be an objective of the course. Advanced students will concentrate on composition and individual development using the figure. *Prerequisite: ART 1.*

***ART 166 ABC Painting II (3,3,3)**

Contemporary modes of painting will be explored and traditional approaches re-examined. Emphasis will be on the further development of skills and techniques. Various painting materials will be investigated. Individual problems in painting will be coordinated. *Prerequisite: ART 4.*

ART 170 History of Art: Ancient through Medieval (3)

Illustrated lecture. Art from the prehistorical period to 1400 A.D., including Egypt, Greece, Rome, and the late middle ages. Relationships of painting sculpture, and architecture to the social and cultural environment. **GS-III A**

ART 171 History of Art: Renaissance through Romanticism (3)

Illustrated lecture. The arts in Europe from 1400 to 1850. Study of major styles and artists

including Michelangelo, Rubens, Rembrandt, Delacroix, and their relationship to their culture.

GS-III A

ART 172 History of Art: Modern World (3)

Illustrated lecture. Major art movements and personalities from 1850 to the present, including Impressionism, Cubism, Surrealism, the Mexican muralists, Abstract Expressionism, and current trends. Emphasis on the cultural trends which provide the visual and theoretical background of contemporary art. **GS-III A**

ART 173 Multiculturalism and the Visual Arts (3)

Illustrated lecture and discussion. A study of art from the diverse cultures which make up the pluralistic character of the United States. African American, Asian American, Hispanic American and Native American art will be examined along with the contemporary social and cultural implications. **GS-III A, VI**

ART 174 History of Art: Women in Contemporary Art (3)

Illustrated lecture and discussion. An art history course that will include women as artists and the position of the female vis-à-vis the art world. A study of women in the arts considers the history of women artists in a social, political and economic context. This course can fulfill a Women's Studies minor requirement. **GS-III A**

ART 175 Critical Theories in the Visual Arts: Seminar (3)

A systematic approach to art theory, criticism, and evaluation. Includes visits to museums, galleries, and exhibits. Lecture and discussion. *Prerequisite: Major or minor in art.*

ART 177 History and Criticism of Photography (3)

The course History and Criticism of Photography will present a visually oriented history of the development of photography from its inception in 1839 to contemporary practices; and its success as an art form, a pastime, and a profession. The course will be facilitated with power point presentations, films, and portfolio reviews from visiting photographers. In addition, a visit to a local museum collection will be arranged. The course focus will be on the individual accomplishments and contributions of individuals in the areas of portraiture, documentary, landscape, and fine art photography. **GS-III A**

ART 178 The Arts and Myths of Mesoamerica (3)

Surveys art and visual culture of the indigenous peoples of Mexico and northern Central America: Guatemala, Belize, Honduras and El Salvador, prior to the Spanish conquest. We address the dynamics between people in indigenous nations and settler states and patterns of cultural interchange. We analyze colonialism and its impact on cultural production. The class visits LACMA and will learn to identify major sites and monuments from the Olmecs to the Aztecs. **GS-III A**

ART 179 Mexican Art (3)

Survey of three periods of Mexican art including the Prehispanic period: the preclassic, classic and postclassic periods in Mesoamerica with an examination of the sites and works of the Olmecs, Teotihuacan, Toltecas, Zapotecas, Mayas, Aztecs and Tarascos. In the Baroque-colonial period emphasis is on the impact of artists from Europe on native artisans. In the contemporary period, emphasis is on the muralists and artists working today.

ART 180 Gallery Management (1-3)

Students will become familiar with the many daily routines of managing an art gallery, including reviewing artist portfolios, gallery maintenance, show installation, advertising, and designing flyers for upcoming art exhibits. May be repeated for credit.

***ART 90/190 Workshop (1-3)**

Illustrated lecture through the use of slides and videos on the development of art forms from around the world. History from earliest time periods through contemporary life. Various modes of painting, sculpture, architecture, and crafts will be studied. A few of the classes will be devoted to a hands on exploration of some of these art forms. May be repeated for credit.

ART 191 Directed Readings (1-3)

ART 192 Special Studies in Art (1-3)

A series of courses designed to provide breadth to the course offerings within areas of art. May be repeated for credit.

ART 193 Senior Project and Exhibition (1.5-3)

Required for all graduating seniors majoring in Art and Graphic Design. Students develop and work on a producing body of work in conjunction with the conceptualization for the basis of the work. The course is organized as a critical studies course with discussions,

readings, and critic as its main components.
Prerequisite: Senior Art/Design majors.

ART 195 Internship (1-3)

ART 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

***ART 199 Independent Study (1-3)**

Advanced individual problems. May be repeated for credit.

Asian Studies

Asian Studies Minor

Affiliation: Department of Language and Culture

Asian Study courses focus on people's from Asia with their cultures, languages, literatures, music, philosophy, religion, history, business, and film.

Languages are not required; however eight units of language can be accepted towards the minor in Asian Studies.

Selected list of courses that count for the Minor of Asian Studies:

CUL 107A or B- Theory and Practice of Culture

CUL 117 – Women's Literature in Translation

PHI 21- 152

PHI 180- Chinese Philosophy

RST 161- Introduction to World Religions

HIS 150- Introduction to Asian History

ENG 126- The American Experience

BUS 183- Management Seminar

Travel Study courses to Asian areas

Other global courses that include China, Japan, India, Cambodia, Vietnam, Korea, Philippines...

Total units required: 18

Pre-Medical, Pre-Dental, Pre-Pharmacy

DEPARTMENTAL AFFILIATION: PRE-PROFESSIONAL HEALTH ADVISORS ARE IN THE BIOLOGY AND THE PHYSICAL SCIENCES/MATHEMATICS DEPARTMENTS

Medical, dental, and pharmacy schools accept students from any academic major. However, a strong background in science, including chemistry, biology and mathematics, is recommended and/or required for entrance into most professional health programs. Common undergraduate coursework requirements include the following Mount St. Mary's courses:

General biology, one year: BIO 1/1L; BIO 2/2L (10 units)

General (inorganic) chemistry, one year: CHE 1A/1D/1AL; CHE 1B/1BL (10 units)

Organic chemistry, one year: CHE 6A/6AL; CH 6B/6BL (10 units)

Physics with lab, one year: PHY 1A or 11A; PHY 1B or 11B and PHY 1L (8 units)

Calculus, one year: MTH 5A; MTH 5B (8 units)

English, one year: ENG 1A/1B (6 units)

Specific requirements for different professional health schools vary; be sure to check the requirements of the school in which you are interested. Other required or recommended courses may include upper division science courses in biology, biochemistry and chemistry, as well as statistics, sociology, psychology and ethics.

Professional health school admissions are competitive. A grade point average

(GPA) of at least 3.5 is preferable, but applicants with GPAs of 3.0 may be considered for admission if there are additional educational experiences such as undergraduate research and volunteer service.

Your performance on the admissions test is important: the Medical School Admission Test (MCAT), the Dental Aptitude Test (DAT), and the Pharmacy College Admissions Test (PCAT) may be given substantial weight by professional schools. In general, the sections of these tests are similar to the required undergraduate coursework.

Please work with your academic advisor to design a curriculum that will satisfy the requirements for the health professional school of your choice.

Biochemistry

DEPARTMENTAL AFFILIATION: PHYSICAL SCIENCES AND MATHEMATICS

The major in biochemistry offers the student an interdisciplinary study of chemistry, biology, mathematics and physics. It provides excellent preparation for all graduate work/research in biochemistry and the molecular sciences, and professional areas leading into the health sciences.

B.S. Degree in Biochemistry

Required Courses

Lower Division:

BIO 1/2	Biological Dynamics	(5,5)
CHE 1AB	General Chemistry	(4,4)
CHE 1AL/1BL	General Chemistry Laboratory	(1,1)
CHE 6AB	Organic Chemistry	(4,4)
CHE 6AL/6BL	Organic Chemistry Laboratory	(1,1)
MTH 5AB	Calculus I/II	(4,4)
PHY 11AB	Mechanics/Electricity, Magnetism and Optics	

or

PHY 1AB	Introductory Physics IA/IB	(4,3)
PHY 1BL	Physics Laboratory	(1)

Recommended Courses:

MTH 38	Probability and Statistics	(3)
CIS 2	Intro to Computer Programming	(2)

Upper Division:

BIO 130	Genetics	(4)
BIO 135	Techniques in Molecular Biology	(4)
Or BIO 152	Cell and Molecular Physiology	(4)
CHE 107	Biochemistry	(3)
CHE 107L	Biochemistry Laboratory	(1)
CHE 109	Advanced Biochemistry	(3)
CHE 110AB	Physical Chemistry	(4,3)
CHE 111	Physical Chemistry Laboratory	(2)
CHE 120	Instrumental Methods	(3)
or CHE 130	Biochemical Methods	(3)

CHE 199 Research (3)

Plus one course from the following:

BIO 105, BIO 125, BIO 135, BIO 151, BIO 152, BIO 180.
(3)

Total units in chemistry, biology, mathematics, and physics: 79

Plus General Studies requirements and electives totaling 124 semester units. An overall grade point average of 2.0 in major courses is required for the degree. Courses are described in the respective department listings.

Pre-Medical/Pre-Dental Preparation

Biochemistry Major with a B.S. Degree

Medical Schools accept students from any degree program. A strong background in science, including chemistry, biology and mathematics, is recommended for successful performance on the Medical College Admissions Test (MCAT) and for admission to medical programs. Successful completion of the B.S. degree with a major in biochemistry provides excellent preparation for medical, dental or pharmaceutical studies.

Biological Sciences

The major in Biological Sciences is designed to provide students with a broad background in biology and exposure to related fields such as chemistry, physics and mathematics. The program offers a strong science foundation balanced with a well rounded Liberal Arts education required for successful entrance into Schools of Medicine, Dentistry, Pharmacy and other advanced degree programs in the biological sciences. Grades of "C" or above must be received in all required Biology courses and laboratories.

Students may earn a B.A., a B.A. with Pre-Health Profession Emphasis, or a B.S. degree.

Biological Sciences B.A. Degree

Required Courses

Core Courses:

BIO 1/L	Biological Dynamics	(4,1)
BIO 2/L	Biological Dynamics	(4,1)
CHE 1A/D/L	General Chemistry	(3,1, 1)
CHE 1B/L	General Chemistry	(4,1)
CHE 6A/L	Organic Chemistry	(4,1)
CHE 6B/L	Organic Chemistry	(4,1)
MTH 38 or PSY 40	Statistics	(3)
MTH 5A	Calculus I	(4)
PHY 1A	Physics	(4)
CHE 107/L	Biochemistry	(3,1)
BIO 130/L	Genetics	(4)
BIO 135/L	Molecular Biology	(4)
BIO 195	Senior Seminar in New Biology	(3)

Upper Division Elective Requirements:

Four upper-division Biology courses, at least two of which must have a lab.

BIO 103	Microbiology	(4)
BIO 105	Immunology	(3)

BIO 111	Ecology	(4)
BIO 125	Developmental Biology	(4)
BIO 141	Cancer Biology	(3)
BIO 151	Medical Physiology	(4)
BIO 152	Cellular Biology	(4)
BIO 157	Advanced Topics in Molecular Biology and Biotechnology	(3)
BIO 160	Neurobiology	(3)
BIO 167	Advanced Topics in Environmental Science	(4)

Seminar/Research Requirements:

Either:

BIO 196	Seminar Readings	(2)
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Or two courses in:

BIO 197	Biological Research	(1,1)
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Minimum total units required for B.A. in Biological Sciences: 74 - 76

Plus General Studies requirements, including the Language and Culture requirement, totaling 124 semester units to complete the B.A. degree.

Biological Sciences B.A.: Pre-Health Profession Emphasis

The Health Sciences emphasis provides the strong science background necessary to meet many of the requirements for a variety of graduate professional programs in fields such as physical therapy, physician's assistant and optometry.

Required Courses

Core Courses:

BIO 1/L	Biological Dynamics	(4,1)
BIO 2/L	Biological Dynamics	(4,1)
CHE 1A/L	General Chemistry	(4,1)
CHE 1B/L	General Chemistry	(4,1)
CHE 6A/L	Organic Chemistry	(4,1)
CHE 6B/L	Organic Chemistry	(4,1)
MTH 38 or PSY 40	Statistics	(3)
MTH 5A	Calculus I	(4)

PHY 1A	Physics	(4)
CHE 107/L	Biochemistry	(3,1)
BIO 130/L	Genetics	(4)
BIO 135/L	Molecular Biology	(4)
BIO 195	Senior Seminar in Biology	(3)

Elective Requirements:

BIO 50A/L	Human Anatomy	(3,1)
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AND

BIO 151/L	Medical Physiology	(4)
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OR

Bio 50B/L	Human Physiology	(3,1)
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Plus any two from the following course list:

BIO 103/L	Microbiology	(4)
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BIO 105	Immunology	(3)
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BIO 152	Cell Biology	(4)
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BIO 160	Neurobiology	(3)
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Seminar / Research Requirements:

Either:

BIO 196	Seminar Readings	(2)
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Or two courses in:

BIO 197	Research Readings	(1,1)
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Minimum total units required for B.A. in Biological Sciences with a Pre-Health Profession emphasis: 74-76.

Plus General Studies requirements, including the Language and Culture requirement, totaling 124 semester units to complete the B.A. degree.

Biological Sciences B.S. Degree

The Bachelor's of Science in Biology degree is specifically designed for students wishing to pursue careers in science and medicine. This degree provides a broad background in biology, while at the same time meeting many of the exam and pre-requisite requirements necessary for research graduate schools and medical schools.

Required Courses**Core Courses:**

BIO 1/L	Biological Dynamics	(4,1)
BIO 2/L	Biological Dynamics	(4,1)
CHE 1A/L	General Chemistry	(4,1)
CHE 1B/L	General Chemistry	(4,1)
CHE 6A/L	Organic Chemistry	(4,1)
CHE 6B/L	Organic Chemistry	(4,1)
MTH 38 or PSY 40	Statistics	(3)
MTH 5A	Calculus I	(4)
MTH 5B	Calculus II	(4)
PHY 1A	Physics	(4)
PHY 1B/L	Physics	(3,1)
CHE 107/L	Biochemistry	(3,1)
BIO 111/L	Ecology	(4)
BIO 130/L	Genetics	(4)
BIO 135/L	Molecular Biology	(4)
BIO 152/L	Cell Biology	(4)
BIO 195	Senior Seminar in New Biology	(3)

Upper Division Elective Requirements:

Two upper-division Biology courses, at least one of which must have a lab.

BIO 103	Microbiology	(4)
BIO 105	Immunology	(3)
BIO 125	Developmental Biology	(4)
BIO 141	Cancer Biology	(3)
BIO 151	Medical Physiology	(4)
BIO 157	Advanced Topics in Molecular Biology and Biotechnology	(3)
BIO 160	Neurobiology	(3)
BIO 167	Advanced Topics in Environmental Science	(4)

Seminar / Research Requirements:

Either:

BIO 196	Seminar Readings	(2)
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Or two courses in:

BIO 197	Research Readings	(1,1)
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Minimum total units required for B.S. in Biological Sciences: 80 - 81

Plus General Studies requirements totaling 124 semester units to complete

the B.S. degree. Note: Bachelor's of Science degrees do NOT require Language and Culture as part of the general studies curriculum.

Biological Sciences Minor

A minimum of 24 units in the Biological Sciences including:

BIO 1/L	Biological Dynamics	(4,1)
BIO 2/L	Biological Dynamics	(4,1)
BIO 135/L	Molecular Biology	(4)
BIO 130/L	Genetics	(4)

Plus two additional upper division courses in the Biological Sciences.

Biology Courses

BIO 1 Biological Dynamics (4)

This is the first of a two-semester introductory course sequence designed primarily for science majors. This is an introduction to the biological sciences with a focus on evolution, biodiversity and ecosystems. Topics include evolutionary theory, population evolution, origin of species, natural history, and the structure and functions of different living forms. Concepts of ecosystems and the interactions between living things and environments are introduced. Offered every Fall semester. Lecture 3 hrs; discussion 1 hr. GS-IIID.

BIO 1L Biological Dynamics Laboratory (1)

This laboratory is complementary with BIO 1 lecture, and gives students opportunities to observe, examine, and dissect different living forms. Topics include evolution, bacteriology, protists, plant diversity, animal diversity, plant growth and anatomy. Offered every Fall semester. Laboratory 3 hrs. *Prerequisite: concurrent enrollment in BIO 1 or completion of BIO 1 with a grade of C or above.* GS-IIID.

BIO 2 Biological Dynamics (4)

This is the second of a two-semester introductory course sequence designed primarily for science majors. This course is an introduction to the biological sciences at the cellular and subcellular level. Topics include the biochemistry and energetics of life, anatomy of the cell, metabolism, cell cycle, and molecular mechanisms of inheritance. Historical perspective and current findings are incorporated into these units of study. Offered

every Spring semester. Lecture 3 hrs; discussion 1 hr. *Prerequisite: completion of Bio 1 and Chem 1A with a grade of C or above.* GS-IIID, VIIA.

BIO 2L Biological Dynamics Laboratory (1)

The laboratory allows students to become proficient in the scientific methods of investigation for each major topic discussed in BIO 2, including the metric system, chemistry of life, cell structure, metabolism, and cell cycle. Offered every Spring semester. Laboratory 3 hrs. *Prerequisite: concurrent enrollment in BIO 2 or completion of BIO 2 with a grade of C or better.* GS-IIID, VIIA.

BIO 3 General Microbiology (3)

This is an introductory microbiology course that will cover the basic principles of microbial growth and metabolism, cellular morphology and structure, taxonomy, pathogenicity, immunity, and control. Topics of focus include microorganisms as agents of disease and normal inhabitants of our environment. This course is primarily designed for pre-nursing students. Offered every semester. Lecture 3 hrs. GS-IIID

BIO 3L General Microbiology Laboratory (1)

The laboratory complements BIO 3 lecture and will include techniques of isolation, cultivation and identification of bacteria. Laboratory 3 hrs. *Prerequisite: concurrent enrollment in BIO 3 or completion of BIO 3 with a grade of C or better.* GS-IIID

BIO 5 Life Sciences (3)

This course is an introduction to the biological sciences for non-major students or as a preparation for major students with emphases on cell biology and biodiversity. Topics include cell structure and function, metabolism and energy flow, cell division, inheritance and genetics, natural selection, and structure and functions of different living forms. The laboratory will illuminate these topics and provide opportunities for hands-on experiences. Offered every semester. Lecture 2 hrs. Laboratory 2 hrs. GS-IIID

BIO 10 Health Science (3)

An introductory course designed to provide the student with a basic understanding of the functioning of the human body as it relates to health problems. Included are such topics as nutrition, infectious disease, cancer, cardiovascular disease, reproduction, and the effects of alcohol, drugs, and tobacco. Offered every semester. Lecture 3 hrs. GS-IIID

BIO 50A Human Anatomy (3)

The study of the structure of the human body. A systemic approach is used beginning with the molecular level and progressing to the organism as a whole to demonstrate the interrelationships at each level of organization. Offered every semester. Lecture 3 hrs. *Prerequisites: successful completion of a high school General Biology course and either concurrent enrollment in BIO 50AL or completion of BIO 50AL with a grade of C or above.* GS-IIIID

BIO 50AL Human Anatomy Laboratory (1)

The laboratory complements BIO 50A lecture. Laboratory exercises are used to expand and clarify the concepts presented in lecture. These include microscopic reviews, dissections and other multiple teaching/learning media. Offered every semester. Laboratory 3 hrs. *Prerequisites: successful completion of a high school General Biology course and concurrent enrollment in BIO 50A lecture or completion of BIO 50A with a grade of C or above.* GS-IIIID

BIO 50B Human Physiology (3)

An introduction to physiological principles with emphasis on organ systems. An integrative approach is used beginning with the molecular and progressing to the organism as a whole to demonstrate the interrelationships at each level of organization. Lecture 3 hrs. *Prerequisites: a grade of C or above in BIO 50A lecture and laboratory.* GS-IIIID

BIO 50BL Human Physiology Laboratory (1)

The laboratory complements BIO 50B lecture. Laboratory exercises include measurements of physiological activities from the molecular level to the whole organism. Laboratory 3 hrs. *Graded. Prerequisites: a grade of C or above in BIO 50A lecture and laboratory and concurrent enrollment in BIO 50B lecture or completion of BIO 50B with a grade of C or better.* GS-IIIID

BIO 67 Environmental Science (3)

This course is an introduction to the multidisciplinary field of environmental science with respect to science, law/policy, and economics. The science component covers basic concepts of life, environments and natural resources, biodiversity, renewable and non-renewable resources, conservation, pollution, and other environmental concerns. The law/policy and economic components introduce students to federal and state regulations, risk assessments, social complications, and economic impacts. Field trips, guest lectures,

and class debates will be incorporated. Lecture 3 hrs. GS-IIIID

BIO 87 Fundamental Concepts in Biology (1-3)

An acyclic series of basic concepts in the field of biological sciences which present an introductory understanding of living systems. GS-IIIID

BIO 103 Microbiology (4)

The course focuses on basic principles of microbial growth and metabolism, cellular morphology and structure, taxonomy, pathogenicity, immunity, and control. Course will emphasize microorganisms as agents of disease and normal inhabitants of our environment. Lab will include techniques of isolation, cultivation and identification of microorganisms, with an emphasis on bacteria. Offered every other year. Lecture 3 hrs. Laboratory 3 hrs. *Prerequisite: a grade of C or above in CHE 1A/B. Recommended: BIO 135, BIO 130, BIO 152.* GS-IIIID

BIO 105 Immunology (3)

Exploration of fundamental concepts of immunology. Topics include basic mechanisms of innate and adaptive immunity, host: pathogen interactions, regulation of immune responses, antibody and T-cell receptor structure and function, autoimmunity, immunodeficiency and vaccines. Emphasis is placed on biochemical and molecular approaches to studying the immune system and applications in medicine and research. Offered every other year. Lecture 3 hrs. *Prerequisites: a grade of C or above in BIO 1/2 and CHE 1A/B*

BIO 111 Ecology (4)

This course focuses on the general principles of ecology, including natural history, the interactions between organisms and their environments, population dynamics, interactions among organisms at community and ecosystem levels, and large scale ecology, such as landscape ecology and global ecology. Scientific investigations in ecological principles and environmental problems will be discussed throughout the course. Laboratory gives students opportunities to learn how to design, execute, analyze and present research projects. Offered occasionally. Lecture 3 hrs. Laboratory 3 hrs. *Prerequisite: a grade of C or above in BIO 1/2.*

BIO 112 Human Nutrition (3)

A study of different nutrients with emphasis on nutritional requirements for health and

prevention of chronic diseases which are major causes of death in the United States today. Topics include healthy lifestyle including daily meal planning, weight control and exercise, harmful effects of alcohol and drugs. Special needs during pregnancy and lactation, infancy and childhood, adulthood, and old age will also be considered. This course is primarily designed for second-year nursing major students and is not considered for credit towards the Biology major. Lecture 3 hrs.

BIO 125 Developmental Biology (4)

This course focuses on the patterns, processes and mechanisms by which a single cell changes and is transformed into a fully organized individual. We will explore — at the cellular and molecular levels — the mechanisms involved in fertilization, morphogenesis, organogenesis, and sex determination, emphasizing the experimental bases for generalizations whenever appropriate. In the laboratory, students will use several model systems including sea urchin, *Drosophila*, *Caenorhabditis*, frog, zebra fish and chick to investigate aspects of developmental mechanisms. Offered every other year. Lecture 3 hrs. Laboratory 3 hrs. *Prerequisites: a grade of C or above in BIO 1/2 and BIO 152.*

BIO 130 Genetics (4)

The course focuses on the organization, maintenance, function and inheritance of genes. Topics include Mendelian inheritance, mapping and linkage of genes, structure and inheritance of chromosomes, genetic mutations, and the analysis of genomes. In addition, the course includes discussions of genetic disorders, the relationship of genetics to environmental influences, and an introduction to both current and historical techniques used in the field. Offered once per year. Lecture 3 hrs. Laboratory 3 hrs. *Prerequisite: a grade of C or above in BIO 1/2 and BIO 135. GS-VIII*

BIO 135 Molecular Biology (4)

This course focuses on the central dogma of biology and emphasizes the following topics: (1) structure and function of macromolecules such as DNA, RNA, and proteins; (2) DNA replication and repair; (3) expression of the genome through transcription, splicing, and translation; (4) gene regulation. The laboratory portion of the course introduces techniques in nucleic acid and protein preparation and manipulation fundamental in modern experimentation. Offered occasionally. Lecture 3 hrs. Laboratory 3 hrs. *Prerequisites: a grade of C or above in BIO 1/2.*

BIO 141 Cancer Biology (3)

This class will focus on molecular, genetic, and cellular aspects of cancer. Genetic topics discussed include tumor suppressor genes, oncogenes, and the mechanisms of DNA mutation leading to cancer. Cellular aspects covered in the class will include cell cycle regulation, metastasis and angiogenesis. The class will also touch upon some cancer therapies and treatments. Offered every other Fall semester. Lecture 3 hrs. *Prerequisite: a grade of C or above in BIO 135 and BIO 130.*

BIO 151 Medical Physiology (4)

The lecture portion of this course will cover the physiology of cells, organs and organ systems with an emphasis on biophysical and biochemical principles and how they contribute to homeostasis. All of the major organ systems will be covered including nervous, muscular, cardiovascular, respiratory, renal, gastrointestinal, endocrine, and reproductive. The laboratory component will involve performing experimental investigations of physiological phenomena using both animal and human model systems. Offered every other year. Lecture 3 hrs. Laboratory 3 hrs. *Prerequisites: a grade of C or above in BIO 1/2 and CHE 1A/B. Recommended: BIO 152. GS-II, VIIA*

BIO 152 Cellular Biology (4)

A detailed analysis of eukaryotic cell structure and function. This course aims to give students an in-depth understanding of protein structure and function, membrane dynamics, cell communication, and cell cycle regulation. An emphasis is placed on research findings in each topic. Laboratory techniques cover current methods in cell biology and include cell culture, cell fractionation, electrophoresis, immunoassays, histology and microscopy. Offered every year. Lecture 3 hrs. Laboratory 3 hrs. *Prerequisites: a grade of C or above in BIO 1/2 and BIO 135.*

BIO 157 Advanced Topics in Molecular Biology and Biotechnology (3)

This course is an in-depth analysis of the central dogma, its regulatory mechanisms, and its uses for medical and industrial purposes. It is also an exploration of the impact molecular biology has on the treatment of diseases and solving environmental problems. Topics discussed in the course may include: bioinformatics, recombinant DNA and protein technologies, gene therapy, bio-warfare, bioremediation and bioethics in the face of the quickly changing

technologies. Prerequisites: a grade of C or above in BIO135 and BIO130.

BIO 160 Neurobiology (3)

An introduction to fundamental concepts of neurobiology. An emphasis is placed on the molecular organization, biochemistry and physiology of nerve cells and how the organization of these cells underlies the functional properties of the brain and behavior. Topics to be covered include membrane biophysics, synaptic physiology, sensory transduction, motor control and the molecular mechanisms of learning and memory. Offered every other year. Lecture 3 hrs. *Prerequisites: a grade of C or above in BIO 1/2; CHE 1A/B, PHY 1B. Recommended: BIO 152; BIO 151; CHE 107.*

BIO 167 Advanced Topics in Environmental Science (4)

This is an upper division course with emphases on analyzing and solving environmental problems. Traditional classroom lectures, laboratory exercises, formal debates, guest lectures and field trips are incorporated to help students to gain hands-on experience and understand real world problems. Topics include, but are not limited to, knowledge of environments and natural resources, invasive species, pollution, global warming, wild life and habitat conservation, and other environmental concerns. Lecture 3 hrs. Laboratory 3 hrs. *Prerequisite: a grade of C or above in BIO 1/2.*

BIO 177 GRE Prep Courses

This course is designed to help students prepare for the GRE Exam.

BIO 187 Advanced Concepts in Biology (1-3)

An acyclic series of topics of current interest in the biological sciences which presents recent developments in the field.

BIO 195 Senior Seminar in Biology (3)

An in-depth analysis of various topics in biology. This is a capstone course in which students will demonstrate their cumulative knowledge of the biology major through student presentations, discussions, and written reports. *Prerequisite: Senior standing; successful completion of Biology core courses, Bio 130 and Bio 135 with a grade of "C" or above and a grade of "C" or above in Bio 197.*

BIO 196 Seminar Readings (2)

A seminar style course that will use current literature in biological and health science topics to teach students how to read and critically evaluate scientific literature, as well as

communicate in this style. This course will help prepare students for their upper-division course work, particularly Senior Seminar. It is designed for those not interested in doing research. Topics will be chosen by the instructor.

BIO 197 Research Readings (1)

A seminar style course that will use current literature in a biological topic to teach students how to read and critically evaluate scientific manuscripts, as well as communicate in a scientific style. An emphasis is placed on analyzing research design and methodology, data presentation and developing conclusions. This course is specifically designed for students planning to do research. It will also serve to help students in their upper-division course work, particularly Senior Seminar. Topics will be chosen by the instructor. Offered every semester.

BIO 198 Biological Research (1)

Directed research project. Must be taken under the guidance of a faculty member currently engaged in laboratory research. Offered every semester.

BIO 199 Independent Study (1-3)

The initiation or continuation of a project under departmental faculty direction. Work should culminate in a research paper or report.

BIO 199H Senior Honors Thesis (3)

Open only to students admitted into the Honors Program.

Business Administration

The Business Administration Department at Mount St. Mary's College is committed to developing leaders who are capable of making complex business decisions and appreciate the significance of their responsibilities to the companies and communities they serve.

Consistent with the liberal arts tradition of the College, the Department emphasizes a broad-based, interdisciplinary curriculum that provides the knowledge, skills and values necessary to accomplish these goals. Four key themes are infused through all department course offerings that nurture a continuing curiosity and a receptivity to new ideas:

- Global Business
- Management Communication
- Business Ethics
- Innovative Management

Hallmarks of the program include a high level of interaction with faculty and peers, academic rigor and the translation of theory into practice. The Business Administration Department offers the following degrees:

- Master of Business Administration
- Bachelor of Arts (in the traditional day program)
- Bachelor of Science (in the Weekend College program)
- Associate of Arts
- Minor in Business

The Bachelor of Arts program and Business Minor are offered at the Chalon Campus. The Associate of Arts degree is offered at the Doheny Campus. Both the Bachelor of Science

and Master of Business Administration programs are offered in weekend formats at the Doheny Campus.

Business Administration Associate in Arts

The Associate in Arts degree in Business Administration is a two-year program that provides students with a strong business background invaluable in the modern work environment. In addition, the Business Administration Program prepares students with the foundation necessary to successfully transfer to a four-year business program. The courses in the A.A. Business Administration program focus on business fundamentals commensurate with lower division instruction while also stressing the communication and critical thinking skills necessary to succeed and advance in a business career. General Studies courses contribute to the broad-based education of students which not only makes them more attractive to employers, but exposes them to the spectrum of knowledge and ideas that are the hallmark of a liberal arts education.

Upon completion of an A.A. Degree, students may wish to pursue a B.A. degree in Business Administration, or they can choose to terminate their education. Given the current business environment, students are strongly encouraged to continue their studies for a four-year degree. Many students who complete the two-year A.A. program in Business Administration choose to transfer to the four-year B.A. program at Mount St. Mary's College.

To be accepted into the A.A. Business Administration Program, students must have a cumulative high school GPA of at least 2.5 in all college preparatory

courses. SAT or ACT scores are required and will be considered during the application process. Students who have at least 12 units of previous college course work must have a minimum GPA of 2.25 in order to be considered for admission into the program.

Business Administration A.A. Requirements

BUS 4	Business Foundations and Analysis	(3)
BUS 5	Business Law I	(3)
BUS 16A	Accounting Principles I	(4)
BUS 16B	Accounting Principles II	(4)
BUS 21	The Essentials of Business Writing and Presentation	(3)
ECO 1	Microeconomics	(3)
ECO 2	Macroeconomics	(3)
MTH 28	Mathematical Analysis for Business	(3)
OR		
MTH 38	Elements of Probability and Statistics	(3)
PHI 92/192	Business Ethics	(3)

Suggested Sequence of Courses

Only Business Administration courses are listed.

First Year

Fall

BUS 4	Business Foundations and Analysis	(3)
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Spring

ECO 2	Macroeconomics	(3)
BUS 21	The Essentials of Business Writing and Presentation	(3)
MTH 28	Mathematical Analysis for Business	(3)*

Second Year

Fall

ECO 1	Microeconomics	(3)
BUS 16A	Accounting Principles I	(4)
MTH 38	Elements of Probability and Statistics	(3)*

Spring

BUS 5	Business Law I	(3)
BUS 16B	Accounting Principles II	(4)
PHI 92/192	Business Ethics	(3)

Total units to graduate: 60

Overall G.P.A. needed to graduate: 2.0

Overall G.P.A. needed to transfer to Chalon: 2.40

Business Administration Minor

Open to Baccalaureate Degree Students Only

The Minor in Business Administration has been specially designed for liberal arts, science, health science and other non-business majors.

A minimum of 21 units selected from Business Administration offerings is required for a minor. A minimum of 12 units must be completed in the Business Administration Department at Mount St. Mary's College.

Once enrolled at Mount St. Mary's College, all upper division business courses must be completed at the College.

All minors are required to complete the following courses:

BUS 4	Business Foundations and Analysis	(3)*
ECO 2	Macroeconomics	(3)
BUS 5	Business Law I	(3)
BUS 15A	Accounting Principles I	(3)
BUS 160	Principles of Marketing	(3)
BUS 185	Principles of Management	(3)
BUS	Business Elective	(3)

Total: 21 units

**Note: To achieve the 21 unit minor requirement, those matriculated in the Weekend College Program may replace BUS 4 with another course within the area of Business Administration.*

Entrepreneurship Certificate Program

A total of 12 semester units in qualified courses must be successfully completed by the student to qualify for the Entrepreneurship Certificate. These courses are identified below:

Section One Courses

One of the following is required:

BUS 145	Entrepreneurship	(3)
BUS 176	Small Business Management	(3)

Students are required to take three courses from Section Two, or two courses from Section 2 and three one-unit courses from Section Three

Section Two Courses

*BUS 106	Business Law II	(3)
*BUS 195	International Marketing	(3)
BUS 157	Human Resources Development	(3)
*BUS 175	Sales Management	(3)

Section Three Courses

Accounting and Finance for Small Business

Accounting Systems for Small Business

Managing Diversity

Leadership

Negotiation Skills

Personal Finance

**These courses have a prerequisite.*

Business Administration Bachelor of Arts

The Bachelor of Arts program in Business Administration prepares students for professional careers by stimulating rigorous, imaginative, analytical, and inquisitive attitudes. An emphasis on teamwork and problem solving is evident at all levels of education in the business administration major. The department offers four areas of emphases. Each emphasis is described below:

Accounting

The emphasis in Accounting qualifies students to enter private, public and governmental accounting. Students are prepared in the practical areas of tax accounting, cost accounting and auditing as well as the application of computer techniques to corporate accounting systems. Graduates will be qualified for professional employment in corporate accounting departments, public accounting firms, and governmental agencies.

International Business

The emphasis in International Business prepares students for the many opportunities available in the fields of international management and government service. The International Business emphasis is designed for individuals with an interest in business on a global scale. The program concentrates on the social, political, and economic aspects of the international marketplace.

Management

The emphasis in Management offers a curriculum based on practical, applied courses that qualify students to enter administrative positions immediately after graduation. Courses cover the broad spectrum of business activity and allow students to choose from a variety of possible career opportunities in large, midsize and small organizations.

Marketing

The emphasis in Marketing provides students with a "strategic orientation" in the areas of advertising, public relations, design, sales, research and marketing management. The program is designed to prepare students for marketing related careers in the public and private sectors.

The requirements for the B.A. Degree with a Major in Business Administration include the completion of all *Lower Division Core Requirements (33-35 units)*, all *Upper Division Core Requirements (21 units)*, and an *emphasis (18-20 units)*. (Some Accounting courses are four-unit courses.) Students are required to declare the emphasis of choice in writing by the end of the sophomore year. Students completing a double major are not required to complete an emphasis but may elect to do so. (See Double Major Program on page 118) An emphasis is required for all other

Business Administration majors in the B.A. Degree program.

Business Administration B.A. Degree Requirements

Lower Division Core Requirements:

BUS 4	Business Foundations and Analysis	(3)
BUS 5	Business Law I	(3)
BUS 15A/ BUS 16A	Accounting Principles I	(3,4)
BUS 15B/ BUS 16B	Accounting Principles II	(3,4)
BUS 21	The Essentials of Business Writing and Presentation	(3)
ECO 1	Microeconomics	(3)
ECO 2	Macroeconomics	(3)
MTH 28	Mathematical Analysis for Business	(3)
MTH 38	Elements of Probability and Statistics	(3)
PHI 92/192	Business Ethics	(3)
SPE 10	Introduction to Communication	(2)
SPR 18	Career Planning Seminar	(1)

Total: 33-35 lower division units

Upper Division Core Requirements:

BUS 122	Managerial Communications (Required for Management Emphasis)	(3)
OR		
BUS 106	Business Law II (Cannot double count in core and emphasis)	(3)
BUS 130	Principles of Finance	(3)
BUS 160	Principles of Marketing	(3)
BUS 177	Management Information Systems	(3)
BUS 185	Principles of Management	(3)
BUS 190	Business Administration Internship	(3)
BUS 192	Business Policy and Strategy	(3)

Accounting Emphasis

BUS 137	Intermediate Accounting I	(4)
BUS 138	Intermediate Accounting II	(4)
BUS 131	Managerial Accounting	(3)
BUS 184	Organizational Behavior	(3)
BUS 186	Tax Accounting	(3)
BUS 188	Auditing	(3)
BUS 198	Advanced Accounting	(3)

Total: 44 upper division units

International Business Emphasis

BUS 189	International Management	(3)
BUS 195	International Marketing	(3)
ECO/HIS 112	World Economic History	(3)

(Plus three courses from the following:)

BUS 123	Travel and Study Abroad	(3)
BUS 181	Global Business	(3)
BUS 183	Management Seminar	(3)
ECO 195	International Economics	(3)
POL 125	Foreign Relations of the United States	(3)
POL 128	Politics of Globalization & Interdependence	(3)
SOC 185	Global Development	(3)

Total: 39 upper division units

Management Emphasis

(Six courses from the following:)

BUS 106	Business Law II	(3)
BUS 170	Real Estate	(3)

or

BUS 171	Real Estate Law and Management	(3)
BUS 157	Human Resource Development	(3)
BUS 176	Small Business Management	(3)
BUS 184	Organizational Behavior	(3)
BUS 183	Management Seminar	(3)
BUS 189	International Management	(3)

Total: 39 upper division units

Marketing Emphasis

BUS 161	Principles of Advertising	(3)
BUS 166	Consumer Marketing Research	(3)
BUS 175	Sales Management	(3)
BUS 183	Management Seminar	(3)
BUS 165	New Media Marketing	(3)
BUS 195	International Marketing	(3)

Total: 39 upper division units

For students transferring in business courses upon admission to Mount St. Mary's College, at least 21 units of the upper division business courses must be completed at Mount St. Mary's College. BUS 192 Business Policy and Strategy must be taken at Mount St. Mary's College.

Once enrolled at Mount St. Mary's College, all upper division business courses must be completed at the College.

Suggested Sequence of Courses: Bachelor of Arts

The following is a model for completing the Business Administration major in four years. Only Business Administration courses are listed.

Freshman Year

Fall Semester

BUS 4	Business Foundations and Analysis	(3)
BUS 15A	Accounting Principles I	(3)
MTH 28	Mathematical Analysis for Business	(3)

Spring Semester

BUS 15B	Accounting Principles II	(3)
BUS 21	The Essentials of Business Writing and Presentation	(3)
MTH 38	Elements of Probability and Statistics	(3)

Sophomore Year

Fall Semester

ECO 2	Macroeconomics	(3)
SPE 10	Introduction to Communication	(2)
SPR 18	Career Planning	(1)

Spring Semester

ECO 1	Microeconomics	(3)
BUS 5	Business Law I	(3)
PHI 92/192	Business Ethics	(3)

Junior Year

Fall Semester

BUS 160	Principles of Marketing	(3)
BUS 185	Principles of Management	(3)
Upper Division Emphasis Course		(3)

Spring Semester

BUS 122	Managerial Communications	(3)
BUS 177	Management Information Systems	(3)
Upper Division Emphasis Course		(3)

Senior Year

Fall Semester

BUS 130	Principles of Finance	(3)
BUS 190	Business Administration Internship	(3)
Upper Division Emphasis Course		(3)

Upper Division Emphasis Course	(3)
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Spring Semester

BUS 192	Business Policy & Strategy	(3)
Upper Division Emphasis Course		(3)
Upper Division Emphasis Course		(3)

Weekend College Bachelor of Science in Business Administration

The Bachelor of Science Program in Business Administration, offered in the Weekend College, is designed for adult professionals who wish to advance and solidify their careers in business. Built on the strong liberal arts foundation provided through General Studies requirements, the Business Administration major is generalist in scope and covers key functional areas in business-management information systems, organizational behavior, business law, accounting, marketing and finance. Courses emphasize discussion, case studies, group projects and communication exercises. The program has been structured to incorporate workplace experience into the fabric of the classroom.

For students transferring in business courses, at least 21 units of the upper division business courses must be completed at Mount St. Mary's College. BUS 192 Business Policy and Strategy must be taken at Mount St. Mary's College.

Once enrolled at Mount St. Mary's College, all upper division business courses must be completed at the College.

Required Courses B.S. Degree in Business Administration

Lower Division Core Requirements:

BUS 5	Business Law I	(3)
BUS 15A	Accounting Principles I	(3)
BUS 15B	Accounting Principles II	(3)
BUS 21	The Essentials of Business Writing and Presentation	(3)

ECO 1	Microeconomics	(3)
ECO 2	Macroeconomics	(3)
MTH 28	Mathematical Analysis for Business	(3)
MTH 38	Elements of Probability and Statistics	(3)
PHI 92/192	Business Ethics	(3)

Total: 27 lower division units in Business Administration

Upper Division Core Requirements:

BUS 122	Managerial Communications	(3)
	(Required for Management Emphasis)	

or

BUS 106	Business Law II	(3)
	(Cannot double count in core and emphasis)	

BUS 130	Principles of Finance	(3)
BUS 160	Principles of Marketing	(3)
BUS 177	Management Information Systems	(3)
BUS 184	Organizational Behavior	(3)
BUS 185	Principles of Management	(3)
BUS 192	Business Policy and Strategy	(3)

Total: 21 upper division units in Business Administration

In addition to core requirements, eighteen (18) upper division business units are required for the major in Business Administration.

Students who wish to pursue a specific business area concentration may do so by completing twelve (12) of these eighteen (18) units as follows:

Accounting Concentration

BUS 137	Intermediate Accounting I	(3)
BUS 138	Intermediate Accounting II	(3)
BUS 131	Managerial Accounting	(3)
BUS 186	Tax Accounting	(3)
BUS 188	Auditing	(3)
BUS 198	Advanced Accounting	(3)

Marketing Concentration

BUS 161	Principles of Advertising	(3)
BUS 163	Marketing Research	(3)
BUS 175	Sales Management	(3)
BUS 165	New Media Marketing	(3)

BUS 166	Consumer Marketing Research	(3)
BUS 194	Consumer Behavior	(3)
BUS 195	International Marketing	(3)

Management Concentration

BUS 157	Human Resources Development	(3)
BUS 181	Global Business	(3)
BUS 187	Management Seminar	(3)

And any one of the following courses:

BUS 170	Real Estate	(3)
BUS 171	Real Estate Law and Management	(3)
BUS 176	Small Business Management	(3)
BUS 189	International Management	(3)
BUS 193	Selected Topics	(3)

International Business Concentration

BUS 181	Global Business	(3)
BUS 195	International Marketing	(3)
ECO/HIS 112	World Economic History	(3)

And three units from the following:

BUS 123	Travel and Study Abroad	(3)
BUS 189	International Management	(3)
BUS 193	Special Studies in Economic Development	(1)

(One unit in each of the following areas: China, European Union, Eastern Europe, Mercusor, Africa and the Four Tigers)

BUS 193	Managing Diversity	(1)
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Double Major Program

The Department of Business Administration offers a program for students who desire to major in both Business Administration and another discipline at the College.

Lower Division Core Requirements:

BUS 4	Business Foundations and Analysis	(3)
BUS 5	Business Law I	(3)
BUS 15A	Accounting Principles I	(3)
BUS 15B	Accounting Principles II	(3)
BUS 21	The Essentials of Business Writing and Presentation	(3)

ECO 1	Microeconomics	(3)
ECO 2	Macroeconomics	(3)
MTH/BUS 28	Mathematical Analysis for Business	(3)

MTH/BUS 38	Elements of Probability and Statistics	(3)
PHI 92/192	Business Ethics	(3)
SPR 18	Career Planning Seminar	(1)
SPE 10	Introduction to Communication	(2)

Total: 33 lower division units

Upper Division Core Requirements:

BUS 122	Managerial Communications or	(3)
BUS 106	Business Law II	(3)
BUS 130	Principles of Finance	(3)
BUS 160	Principles of Marketing	(3)
BUS 177	Management Information Systems	(3)
BUS 185	Principles of Management	(3)
BUS 190	Business Administration Internship	(3)
BUS 192	Business Policy and Strategy	(3)

Total: 21 upper division units

Students in the Double Major who wish an emphasis within the Business Administration major must complete all courses in the emphasis.

For students transferring in business courses upon admission to Mount St. Mary's College, at least 21 units of the upper division business courses must be completed at Mount St. Mary's College. BUS 192 Business Policy and Strategy must be taken at Mount St. Mary's College.

Once enrolled at Mount St. Mary's College, all upper division business courses must be completed at the College.

B.A. Degree with a Major in English and Business Administration:

A cooperative program offered through the Departments of English and Business Administration

Courses Required for a B.A. Degree in English and Business Administration

English Preparation:

ENG 1AB/C	Freshman English	(3,3)
HIS 1AB	Western Civilization	(3,3)
SPR 18	Career Planning Seminar	(1)

Requirements:

24 additional units in English, at least 18 of which are upper division, including:

ENG 181	Theory and Criticism	(3)
ENG 195	English Seminar	(3)

Recommended:

One course in American literature	(3)
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Business Administration Preparation:

Lower Division Core Requirements:

BUS 4	Business Foundations and Analysis	(3)
BUS 5	Business Law I	(3)
BUS 15A	Accounting Principles I	(3)
BUS 15B	Accounting Principles II	(3)
BUS 21	The Essentials of Business Writing and Presentation	(3)
ECO 1	Microeconomics	(3)
ECO 2	Macroeconomics	(3)
MTH/BUS 28	Mathematical Analysis for Business	(3)
MTH/BUS 38	Elements of Probability and Statistics	(3)
PHI 92/192	Business Ethics	(3)
SPE 10	Introduction to Communication	(2)

Total: 32 lower division units

Strongly Recommended:

PSY 1	General Psychology	(3)
SOC 1	Introduction to Sociology	(3)
PHI 5	Introduction to Logic	(3)

Upper Division Core Requirements:

BUS 122	Managerial Communications or	
BUS 183	Management Seminar or	
BUS 106	Business Law II	(3)
BUS 130	Principles of Finance	(3)
BUS 160	Principles of Marketing	(3)
BUS 177	Management Information Systems	(3)
BUS 185	Principles of Management	(3)
BUS 190	Business Administration Internship	(3)
BUS 192	Business Policy and Strategy	(3)

Total: 21 upper division units in Business Administration

Total units in English and Business: 90

***Weekend College students are required to complete BUS 184**

Organizational Behavior in lieu of BUS 190 Business Administration Internship and SPR 18 and BUS 4 are not required.

At least 12 upper division units must be completed in the MSMC English Program.

For students transferring in business courses upon admission to Mount St. Mary's College, at least 21 units of the upper division business courses must be completed at Mount St. Mary's College. BUS 192 Business Policy and Strategy must be taken at Mount St. Mary's College.

Once enrolled at Mount St. Mary's College, all upper division business courses must be completed at the College.

B.A. Degree with a Major in Spanish and Business Administration:

A cooperative program offered through the Departments of Modern Languages and Cultures and Business Administration

Courses required for a B.A. in Spanish and Business Administration

Spanish Preparation:

SPA 1 and 2	Elementary Spanish I and II (or equivalent)	(4,4)
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SPA 3 or 3A, and 4	Intermediate Spanish III and IV (or equivalent)	(3,3)
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Requirements:

SPA 107	Theory and Practice of Culture	(3)
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SPA 109	Spanish Writing Lab	(3)
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SPA 114A or 114B	Translation/Interpretation	(3)
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SPA 149	Business Communication and Culture	(3)
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SPA 144	Culture and Civilization of Latin America	(3)
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SPA 112	Culture and Civilization of Spain	(3)
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SPA 190A or 190B	Internship	(3)
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Choose one course from the following:

BUS 181	Global Business	(3)
BUS 189	International Management	(3)
BUS 195	International Marketing	(3)
ECO 195	International Economics	(3)

Lower Division Core Requirements:

BUS 5	Business Law I	(3)
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BUS 15A	Accounting Principles I	(3)
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BUS 15B	Accounting Principles II	(3)
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BUS 21	The Essentials of Business Writing and Presentation	(3)
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ECO 1	Microeconomics	(3)
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ECO 2	Macroeconomics	(3)
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MTH 28	Mathematical Analysis for Business	(3)
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MTH 38	Elements of Probability and Statistics	(3)
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PHI 92/192	Business Ethics	(3)
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Total: 27 lower division units in Business Administration

Upper Division Core Requirements:

BUS 122	Managerial Communications	(3)
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BUS 130	Principles of Finance	(3)
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BUS 160	Principles of Marketing	(3)
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BUS 177	Management Information Systems	(3)
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BUS 185	Principles of Management	(3)
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BUS 192	Business Policy and Strategy	(3)
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Total: 18 upper division units in Business Administration

Students with a major in Spanish and Business Administration are strongly encouraged to do a junior semester in Europe or Latin America.

For students transferring in business courses, at least 21 units of the upper division business courses must be completed at Mount St. Mary's College. BUS 192 Business Policy and Strategy must be taken at Mount St. Mary's College.

Once enrolled at Mount St. Mary's College, all upper division business courses must be completed at the College.

Business Courses

BUS 4 Business Foundations and Analysis (3)

An analytical survey of the principles and skills necessary for accounting, economics, marketing, finance, human resources, management, and government policies as they apply to business in the United States and globally. Through the course students develop a framework for analyzing business issues and develop critical thinking skills to solve organizational problems. This course will include an introduction of the case method.

BUS 5/POL 5 Business Law I (3)

An introduction to the development of legal principles for business activity, as found in common law, statutory laws, and the Uniform Commercial Code. Use of case studies for practical applications. Introduction to legal reasoning and legal writing; concentration on contracts and their use throughout all business negotiations; introduction to issues of commercial liability and sales transactions. **GS-III** (Same as POL 5)

BUS 15A Accounting Principles I (3)

Course emphasis is on the measurement, valuation, and the accumulation of accounting data. Topics include the accounting cycle through financial statements, accounting for merchandise, internal control, notes, bad debts, inventories and accounting for tangible and intangible assets. Focus is on the sole proprietorship. **GS-VIIA**

BUS 15B Accounting Principles II (3)

Course emphasis is on the measurement, valuation and the accumulation of accounting data. Topics include accounting for partnerships, corporations, bonds, cash flow statements, present value, annuities, financial statement and analysis and an introduction to managerial accounting. *Prerequisite: BUS 15A.* **GS-VIIA**

BUS 16A Accounting Principles I (4)

Course emphasis is on the measurement, valuation, and the accumulation of accounting data. Topics include the accounting cycle through financial statements, accounting for merchandise, internal control, notes, bad debts, inventories and accounting for lived tangible and intangible assets. Focus is on the sole proprietorship. Faculty-guided lab experiences are provided for additional reinforcement of course concepts. **GS-VIIA**

BUS 16B Accounting Principles II (4)

Course emphasis is on the measurement, valuation and the accumulation of accounting data. Topics include accounting for partnerships, corporations, bonds, cash flow statements, present value, annuities and financial statement analysis. Faculty guided experiences are provided for additional reinforcement of course concepts. *Prerequisite: BUS 16A.* **GS-VIIA**

BUS 21 The Essentials of Business Writing and Presentation (3)

This course develops the writing and communications skills needed for success business with an emphasis on basic mechanics, formatting, and persuasive techniques. The course focuses on practical experience writing business reports, letters, memoranda, executive summaries, proposals, and presentations as well as reading comprehension, the cornerstone of clear writing.

BUS 92/PHI 92 Business Ethics (3)

A case study approach to business ethics, taking into consideration the perspectives of management, labor, consumer or public, governmental agencies, and environmental or other special interest groups. Using a basis in ethical theory, the course will cover areas such as public welfare, issues in hiring (affirmative action, quotas) and business practices (product liability, honesty, business bluffing, advertising, sexual harassment, racism), environmental concerns, global issues (apartheid, social injustice, exploitation of the third world), corporate decision-making and responsibility. Students who take this course may not take PHI 21H, not PHI 92. **GS-VB2, VI**

BUS 93 Special Topics (1-3)

Course or seminar in current issues in business administration. Topics change each semester.

BUS 97 Independent Study (1-6)

Lower division course, independent study or directed readings on business-related topics. *Prerequisite: Consent of faculty member and approval of department chairperson.*

BUS 104 Investment Analysis and Management (3)

Survey of investments including corporate and government securities, real property and financial intermediaries. Study of financial investments with emphasis on security analysis, valuation and portfolio management. *Prerequisite: BUS 130.*

BUS 106/POL 105 Business Law II (3)

Upper level study of business law. Applications to areas of agency, partnerships, corporate law, sales, criminal and civil liability, product liability and insurance. *Prerequisite: BUS 5.*

BUS 122 Management Communications (3)

This course develops both oral and written business communications skills through the study of communications theory in conjunction with practical communication assignments. Specific content areas include management and decision-making case studies, internal and external written communications, business proposals, group dynamics, interviews and business presentations.

BUS 123 Travel and Study Abroad (3)

This course is designed to acquaint participants with the business, historical, cultural, and social environments of the countries visited. Visits will be arranged to business organizations as well as with government officials connected with economic and business development. Areas visited may include South America, China or East Asia. The class can be repeated for credit.

BUS 125 E-Commerce/E-Business (3)

This course will cover the current status of electronic public transactions (E-Commerce) and business to business (E-Business). Topics will include the internet, intranet, extranet, security and the impact of the World Wide Web on marketing, business relationships, and changing supplier, customer relationships.

BUS 127 Accounting and Finance for Small Business (1)

This course will focus on the selection and formation of various business entity types. We will explore diverse sources of business capitalization including, but not limited to, venture capitalists, corporate angels, and assistance available through the Small Business Administration. We will analyze financial statements and study government reporting requirements for the most frequently selected business entity types.

BUS 128 Accounting Systems for Small Business (1)

Students are introduced to the latest versions of various automated accounting systems used today in small business. They are subsequently immersed in a thorough hands-on application of commonly used software such as Quick Books or Peachtree. Students will enter transactions,

prepare general ledgers, process payroll, and prepare and analyze financial statements.

BUS 130 Principles of Finance (3)

This course is designed to provide students with a broad-based understanding of financial concepts and their applications. The course will explore (a) the financial system: - components, institutions, and functions; (b) business finance and management application of financial principles on a micro and macro level; (c) financial policy: the methods and effects of government debt and fiscal policy. *Prerequisites: BUS 4 (except for Weekend College), BUS 15A, BUS 15B.*

BUS 131 Managerial Accounting (3)

The application of accounting analysis to business decision, planning and control. Integrating information systems with specific emphasis on cost concepts and applications, budget, cost volume profit relationships and decision making from the capital investment and pricing viewpoints. *Prerequisites: BUS 15A and BUS 15B.*

BUS 133 Money, Politics, and Business (3)

This course explores the relationship between business and government in the United States--the influence of environmental forces on business institutions and the impact of corporations on their environment. Through this course, students develop an analytic framework for exploring political institutions and practices, social and ethical responsibilities, regulation and the policy making process, environmental issues, consumer concerns, workplace multiculturalism and diversity, global issues, and institutional reform. **GS-III G**

BUS 137 Intermediate Accounting I (3-4)

The beginning of the in-depth study of financial accounting. Topics include the conceptual framework, financial statement preparation, concept of future and present value, revenue and expense recognition, accounting for cash and receivables, inventory and fixed asset accounting. In the Weekend College Program it is offered as a three-unit course. *Prerequisites: BUS 15A, BUS 15B.*

BUS 138 Intermediate Accounting II (3-4)

The conceptual and procedural aspects of some of the more complex topics of financial accounting are studied. Topics include long-term debt, leases, pensions, error corrections and the statement of cash flows. In the Weekend College Program it is offered as a three-unit course. *Prerequisite: BUS 137.*

BUS 139 Managing Non-Profit Organizations (3)

This course will introduce managerial theories to lead non-profit organizations. The learning experience includes review of literature, class presentations and active sponsorship of service organizations. A service-learning project integrates theory with practice, requiring team cooperation, planning, and accountability. *Also, EDU 138C, GER 138, PSY 138 and SOC 138.*

BUS 140/BUS 140H Women's Issues in Business and Economics (3)

Survey of issues that affect women in business and review of the feminist critique of classical economic theory. Topics surveyed may include women's labor history, Marxist feminism, socialist feminism, feminist organizational theory, women in management, the wage gap, the glass ceiling, gendered economic roles, women's issues in business law, affirmative action, and sexual harassment. **GS-IIIIG, VI**

BUS 144 Legal Issues in Entrepreneurship (3)

This course will discuss legal issues which an entrepreneur encounters while forming and running a start-up enterprise, including real estate purchases, leasing, employment law, human relations procedures, franchising, supply contracts and governmental administrative regulations.

BUS 145 Entrepreneurship (3)

Introduction to the basic concepts and skills required of entrepreneurs. This course uses an applied approach—teaching students to recognize opportunity; screen ideas and develop a business concept, test that concept and create a new venture. Topics include entry strategies, business forms, franchising, entrepreneurial mindsets, management, marketing, capital requirements, financing sources and site analysis. An entrepreneurial internship is required. *Prerequisite: BUS 4 (except Weekend College).*

BUS 148/PSY 148 Industrial Organization and Consumer Psychology (3)

Study of the psychological principles and techniques used in a business setting. Topics include the psychology of work, personnel selection, appraisal, job analysis, placement training, production efficiency, and consumer behavior.

BUS 150 Strategic Management of Nonprofit Organizations (3)

This course is designed to study, discuss, and debate issues facing managers of nonprofit organizations. The goal of this course is to integrate skills in organizational behavior, marketing, finance, and analytical disciplines into strategic decision making in the nonprofit context. Topics explored include mission definition, competing internal and external demands, resource scarcity and uncertainty, governance systems, and managing strategic change. While the principal thrust of the course is on nonprofit organizations, there will be opportunities to examine areas where public, for-profit, and nonprofit organizations interact. *Prerequisite: BUS 185.*

BUS 154 Cost Accounting (3)

Budgeting responsibility accounting; inventory planning; performance measurement; costing methods; job order and standard costs; direct vs. full costing; cost allocation; cost-volume profit analysis; analytic cost reports. *Prerequisites: BUS 15A and 15B.*

BUS 155/POL 185 Public Personnel Administration (3)

The process of formulating and administering public personnel policies; concepts and principles utilized in selected governmental personnel systems. Special emphasis on collective bargaining in public employment.

BUS 156/POL 186 Introduction to Public Administration (3)

The executive function in government, principles of administrative organization, personnel management, financial administration, administrative law, and problems and trends in government as a career.

BUS 157 Human Resources Development (3)

This course explores the contributions made by the modern human resource department to the success of business organizations. Particular areas of focus include job analysis, recruitment, training, compensation analysis, performance analysis, legal issues and workforce diversity. The course content weaves the underlying theories of human behavior in organizations with the practical applications of these theories pertinent for future managers or human resource professionals.

BUS 158/POL 187 Organizational Theory and Governmental Management (3)

Organizational structure, human factors in organization, dynamics of organizational

change, internal adaptability to external environment, problems, limitations, and trends in governmental organization and management.

BUS 160 Principles of Marketing (3)

This course is designed to introduce students to the fundamentals of marketing. Through this course, (a) the foundations of marketing will be explored--product issues, pricing decisions, distribution channels and promotional strategies; (b) the users of marketing will be identified; (c) the role of marketing in the organization and society will be examined; (d) marketing objectives, tools and resources will be assessed; and (e) components of strong marketing strategy will be evaluated.

Prerequisite: BUS 4 (except Weekend College).

BUS 161 Principles of Advertising (3)

This course examines the major components of modern advertising and promotion. Key areas explored include the social and economic role of advertising; controls over advertising; planning of the campaign; the role of research; media strategy and coordination with other elements of the marketing communication mix.

Prerequisite: BUS 160.

BUS 163 Marketing Research (3)

Fundamentals of marketing and industrial research as an approach to problem solving. Business cases are used to develop the student's analytical ability and to demonstrate the application of business research fundamentals.

Prerequisites: BUS 38, BUS 160.

BUS 164 Accounting, Taxes and Finance for the Small Business (3)

This course aims to prepare the new entrepreneur with a thorough, real world understanding of the accounting requirements for external and governmental reporting. This will involve making decisions in entity formation, establishing appropriate records and controls, and hands-on experience in preparing required financial statements, tax reporting documents and financial analysis. Students will be introduced to state-of-the-art accounting software in this endeavor and will learn how to research and find sources of business financing. Upon completion of this course, the student should have a strong understanding of the required administrative aspects of business formation, reporting requirements and business financing.

BUS 165 New Media Marketing (3)

With a focus on emerging media channels for Marketing, specifically those that are digital in

nature, this course teaches you how to plan, create, track and optimize advertising campaigns. Topics include media planning and buying; search engine optimization, search engine marketing, email marketing; podcasting, Vodcasting, cellcasting, and to use social networking communities, such as Blogs, Facebook, MySpace and LinkedIn.

Prerequisite: BUS 160

BUS 166 Consumer Marketing Research (3)

This course provides a comprehensive, experiential approach to conducting marketing and advertising research and understanding how it applies to consumers. We will examine how the entire research process works--from problem definition to design, data interpretation and presentation and how it can be used for B2C marketing decision making. The class will perform a "real life" consumer-based market research project consisting of both online and offline market research tools.

Prerequisite: Bus 160.

BUS 168 Marketing Seminar: Selected Topics (3)

An in-depth seminar in marketing. Primary activities include the exploration of advanced and specialized topics and issues in the field. *Weekend College only. May be repeated once.*

BUS 169 Issues of Corporate Responsibility (3)

Application of theories developed in Business Ethics to issues arising in the practice of modern business. Topics will vary by semester but the course will focus on newsworthy items that reflect the state of corporate business ethics. These issues may include marketing ethics, product liability, socially responsible investing, employee welfare and concerns of race and gender. Extensive case analysis is utilized to apply critical thinking skills to real business dilemmas. Introduction to Business Ethics (PHI 92) highly recommended.

BUS 170 Real Estate (3)

Introduction to economics of land ownership and use; fundamentals of ownership; financing; appraisal; management and transfer of residential and other real property, including an introduction to real estate investment issues.

Prerequisite: BUS 5.

BUS 171/POL 106 Real Estate Law and Management (3)

This course develops those skills necessary to purchase, sell or lease real estate in commercial transactions: Business and legal aspects,

purchase and sales contracts, conveyances, mortgage and trust deed transactions, property taxes, landlord and tenant law, wills and inheritance, and estates in land. *Prerequisite:* BUS 5.

BUS 173 Real Estate Investment (3)

Emphasizes problems and methodology for making the real estate investment decisions. Includes real estate versus other investments; real estate user and investor requirements; decision models; tax factors and syndication.

BUS 175 Sales Management (3)

This course explores the function of sales and the relationship to the overall marketing program. Topics considered include setting sales objectives, formulation of sales strategy, development of a sales organization, selecting and working with distributors and dealers, measurement of salesmen's performance, evaluation of sales management performance, control of sales operations, and integration of sales and other marketing activities. *Prerequisite:* BUS 160.

BUS 176 Small Business Management (3)

This course comprehensively covers all activities required for the formation of new enterprises and certain aspects of managing growing organizations. The course explores the new venture creation process: business idea generation and evaluation, resource acquisition, customer identification and selling, developing a business plan, organization building, networking, and the technical issues entrepreneurs face in tax, legal, and accounting areas.

BUS 177 Management Information Systems (3)

This course is designed to familiarize the student with the fundamentals of information system development and use--giving students the competitive edge in the workplace of tomorrow. The course explores (a) conceptual foundations; (b) information systems applications; (c) systems technology--processing, software, programming; (d) systems analysis; (e) management and societal issues. *Prerequisite:* BUS 4 (except Weekend College).

BUS 180AB Advanced Advertising Seminar (1-3,1-3)

An advanced seminar covering selected topics in copywriting, graphics, media and buying, advertising, budgeting, planning and management. BUS 180 A and B may be repeated for up to 6 units each at a total of 12

units maximum. *Prerequisites:* BUS 160 and BUS 161.

BUS 181 Global Business (3)

Global Business will explore the reasons trade takes place and the role of international organizations in the promotion of trade. The geographical, cultural, technological, economic and political factors influencing multinational business are discussed in detail. International management, finance, marketing, accounting, human resources and law are part of the curriculum.

BUS 182 Advanced Finance (3)

Case studies in financial management and capital budgeting. Strategies in debt and equity financing. Portfolio management. *Prerequisite:* BUS 130.

BUS 183 Management Seminar (3)

This course is an in-depth seminar in areas of management and organization. Primary activities include the exploration of advanced and specialized issues in the field.

BUS 184 Organizational Behavior (3)

This course brings the insights into human behavior in organizations brought forth by psychology and sociology and centers them on their implications for business organizations. Issues pursued in this course include group dynamics, communications, motivation, leadership, and decision making as well as organizational design, culture, development and change. The discipline of organizational behavior is unique in its combined goals of seeking organizational success while advocating employee empowerment.

BUS 185 Principles of Management (3)

This course discusses the four principal functions of management: planning, organization, leadership and control, including quality control, managing cultural diversity, motivation and other leadership issues, decision making, group communication and organization. Case studies explore these topics within the context of business ethics and corporate responsibility to the community. *Prerequisite:* BUS 4 (except Weekend College).

BUS 186 Tax Accounting (3)

Statutes, regulations, administrative rulings, and court decisions relating to Federal and California income taxes, including audit procedures. Students explore filing requirements, concepts of gross income and loss, exemptions, deductions of business and

personal expenditures, nontaxable exchanges, capital gains and loss, and tax credits. Instruction includes preparation of a variety of federal and state income tax returns. *Prerequisites: BUS 15A, BUS 15B.*

BUS 187 Management Seminar: Selected Topics (3)

An in-depth seminar in the area of management and organization. Primary activities include the exploration of advanced and specialized topics and issues in the field. *Weekend College only. May be repeated once.*

BUS 188 Auditing (3)

Audit functions of the CPA. Nature of audit evidence, audit procedures, audit work papers, audit reports, evaluation of internal controls and internal auditing, statistical sampling in auditing; problems of auditing computer-based accounting records. *Prerequisites: BUS 15A, BUS 15B.*

BUS 189 International Management (3)

Application of modern management theory to the administration of international business. The course will study the impact of multi-governmental policies upon the management of international enterprises. *Prerequisite: BUS 185. GS-VI*

BUS 190 Business Administration Internship (3-6)

An intensive supervised work experience related the student's major emphasis. Students are responsible for setting up the internship in conjunction with an appropriate faculty member and the Office of Career Planning and Placement. Internships must be approved by the Chair. *Prerequisite: SPR 18.*

BUS 192 Business Policy and Strategy (3)

This course is the capstone course for business administration majors. It provides an opportunity to integrate previous studies in functional areas--marketing, finance, economics, accounting, and management. Organizations are analyzed with respect to the effectiveness and appropriateness of strategies and goals in each of the functional areas and the synergies of the functional areas for achieving optimal results consistent with their respective missions. The major topics covered include (a) competitive analysis, (b) the strategic management process, (c) the role of the chief executive officer, (d) strategy formulation and decision making, and (e) strategy implementation and control. *Prerequisites:*

Lower Division and Upper Division Core Courses.

BUS 193 Selected Topics (1-3)

Course, independent study, seminar, or directed readings in current issues in business administration.

BUS 194 Consumer Behavior (3)

This course is designed to explore the complexities of consumer behavior. Through this course students will (a) develop an understanding of the key role of consumer needs and wants; (b) understand the role of marketing information systems, marketing research, buyer behavior and competitive forces; (c) explore target market selection, market positioning, and marketing strategies; and (d) examine the consumer perception in the market planning process of product, pricing, promotion and distribution. *Prerequisites: BUS 160, BUS 185.*

BUS 195 International Marketing (3)

The role of marketing in the global business environment will be studied from the viewpoint of both the small business enterprise and the multinational corporation. Special emphasis will be given to how small business can get information and assistance for its efforts to enter the global marketplace. Topics covered will include the political, legal, economic, and cultural factors that impact businesses going global as well as issues of product development, pricing, promotion and distribution. *Prerequisite: BUS 160.*

BUS 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

BUS 197 Independent Study (1-3)

Opportunity for independent study is available to qualified students. The student has responsibility for planning, implementing, and presenting the project; the faculty member approves the project, meets with the student several times during the term, and evaluates the final results.

BUS 198 Advanced Accounting (3)

Problems associated with preparation of consolidated financial statements, foreign currency translation, partnerships, and governmental fund accounting. *Prerequisites: BUS 137, BUS 138.*

BUS 199 Directed Study (1-3)

Opportunity for directed reading is available to qualified students. The faculty member shares

the responsibility with the student, generally planning the readings and/or projects and meeting with the student regularly.

Master of Business Administration Degree

This master's degree program offers professional business leadership education based on a foundation of integrity, accountability, rigor, community, diversity, and service. The MBA Program is highly student-centered, career-relevant and strategically focused on the practice of managerial leadership. The Program is distinguished by its cutting edge curriculum that recognizes that organizational leaders do not deal with a single issue in an isolated, sequential and orderly fashion. Rather, managers deal with a multitude of issues simultaneously, in pieces, in an incomplete and erratic order. The Core Curriculum encompasses 4 academically rigorous semesters of theme-based modules. For those who were not undergraduate business majors, an additional semester of "Foundations" courses are required prior to commencing the Core Curriculum. Modules are presented in a sequential manner based on the expectation that students will proceed through the curriculum as a group or cohort.

Mount St. Mary's College is accredited by the *Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges*.

MBA Admission Requirements

- Completion of a baccalaureate degree from a regionally accredited college or university
- A cumulative grade point average of 3.0 on a 4.0 scale in the last 60 semester units, or last 90 quarter units. (for grade point averages lower than

3.0, the GMAT is required)

- Complete Application
- Application Essay
- Two letters of recommendation
- Entrance interview with an advisor
- On-site writing sample
- Three years of full-time professional experience preferred

MBA Foundations Courses:

The following "Foundations" Courses must be completed prior to the start of Core Curriculum Modules. If they have been successfully completed by the student in his or her undergraduate academic work, they will be waived. They will be available to MBA students on an accelerated basis during the semester preceding commencement of the Core Curriculum Modules:

- One semester of Economics (micro or macro—lower or upper division)
- One semester of Accounting (lower or upper division)
- One semester of Finance (upper division)
- One semester of Management/Organizational Behavior (upper division)
- One semester of Marketing (upper division)

MBA Financial Arrangements:

Students are responsible for the financing of their education. Information and assistance is available and should be directly requested from the Office of Student Financing. For tuition and fees for the MBA Program, see the tuition expense section at the beginning of this catalog or visit the College Website at www.MSMC.la.edu. Students who

return from a leave of absence from the program will **be subject to applicable current tuition rates upon their return.**

MBA Program Requirements

The program offers the student a Master's Degree in Business Administration. As such, each student must comply with **"Academic Policies for Graduate Division"** (see Academic Policies for Graduate Division on page 86 of this catalog.) These policies include, among others, **Grading Policies** (see **Grading Policies** on page 40), **Academic Probation** (see **Academic Probation** on page 44), and **Academic Dismissal** (see Academic Dismissal on page 44).

If a student receives a letter grade of D or F in a course module, he or she may retake the course as a Directed Study (**Bus 239**) during the next semester at the prevailing per unit graduate rate. If the grade is improved to C- or higher, and the student remains in satisfactory academic standing, the student may proceed with his or her cohort. One repetition of a course is permitted. A student who receives a grade of D or F in more than 2 modules during a semester will not be allowed to proceed with his or her cohort and, further, will not be able to complete the courses as Directed Studies. Instead, he or she will need to join the next cohort in order to repeat these courses at additional prevailing tuition costs and fees. In order to graduate with an MBA, the student must successfully complete all modules of the curriculum.

Professional behavior is expected from MSMC students at all time. Students must abide by the ethical standards of the MBA Program, the Business

Administration Department, the College both on campus and while working off campus on the Capstone Project or other assignment(s). The student, both as an MBA student and as a representative of Mount St. Mary's College, will consistently maintain the highest standards of honesty, integrity and service. If the expectations of the College or the MBA Program are not met, the student is subject to dismissal from the program.

MBA Curriculum: Design

The Program is organized around three broad general themes that effectively integrate business disciplines to give the organizational leader an effective set of tools to successfully and strategically manage the enterprise. These themes fall into 3 categories and are explored during the first three semesters of the core curriculum:

First Semester: Setting the Stage – External Global Business Environment. During the first semester attention is directed to analyzing and interpreting *what is* happening outside the organization and how these conditions may subsequently impact the organization.

Second Semester: Designing the Organization's Future – Internal Strategy. Assessing the organization's internal capabilities in order to successfully leverage them to obtain sustainable strategic advantage in the turbulent business environment is the theme of the second semester.

Third Semester: Making it Happen – Implementation of Strategy, Travel/Study. In the third semester attention is on implementing the organization's strategic plan. During this semester, the student will broaden

his or her perspective by participating in an international travel study program. Because organizational leaders in the 21st century need to think globally, the MSMC MBA immerses the cohort in an international market as a complement to the study in the third semester. For example, the student might have the opportunity to examine global competition in a 9-day guided exploration of China.

The Fourth Semester of the Program is hands-on, practicum based:

Fourth Semester: Concentration and Final Project. In the last semester, having gained knowledge in interpreting the signals of the external environment, developing solution-based approaches to identified/identifiable problems and creating a fertile environment for positive and constructive change, the student will focus on a concentration.

The three concentrations are:

- Entrepreneurship
- Organizational Leadership
- Project Management

Capstone Project

The Capstone Project clearly demonstrates students' achievement of the MBA learning outcomes from the prior modules and theme based semesters. This semester, the integrated curricular topics of critical thinking, global business, ethics, communication skills, entrepreneurship and strategic planning are applied to a real world, real time project. The student's performance on the Capstone Project is evaluated by his or her Peers, the Faculty Advisor, and the Project Site Leader (the student's or team member's employer or an outside corporate sponsor). These evaluations

provide the forum for assessment of the students' ability to translate classroom theory to real world issues and to demonstrate their skill in working effectively in a collaborative, team environment. A grade of B or better is required for satisfactory completion of the Capstone Project.

Foundation Courses

(9 credit hours)

BUS 201 Foundation of Business Economics (1 unit)

Introduction of the basic economic thinking as a tool for understanding and interpreting world problems. Presents and develops economic theory of micro and macro economics to explain the behavior and interaction of organizations, households and the government.

BUS 202 Foundations of Accounting (2 unit)

This is a survey to the five primary accounting areas: financial, managerial, taxation, auditing and accounting information systems. Each area is introduced in terms of its background, conceptual basis, an application in the business environment. Tools concepts and procedures are included.

BUS 203 Foundations of Finance (2 unit)

The approaches to the financing and investment decisions in an organization are examined in this module. Subjects include the essentials of financial ratios, analysis, managing assets and liabilities, cost of long-term capital and the required rate of return on long terms assets, estimating cash flow on investment proposal, net present value, capital budgeting, risk and return and capital structure.

BUS 205 Foundations of Management (2 unit)

Concepts and applications in management including motivation, leadership, group dynamics, organization design, decision-making, communication and organizational change's emphasis on contemporary management in the international context are discussed in this module.

BUS 206 Foundations of Marketing (2 units)

This module concentrates on the role of marketing in identifying and satisfying consumers' needs while examining the components of marketing process, sources and

uses of marketing intelligence, consumer behavior and international marketing.

Core Curriculum

(36 credit hours)

Semester One: Theme: Setting The Stage - External Global Business Environment

(9 credit hours)

BUS 211 Introduction to Graduate Studies: Coaching Assessment (1 unit)

This introductory module acquaints participants with the MBA sequence and provides an overview of material topic areas. Program objectives are identified as are cohort expectations including team culture, making group decisions, and dealing with a variety of personalities. The function, role, impact and influence of career coaching are presented and the student begins his or her personal participation in the process through a variety of personality and team assessments.

BUS 212 Change – Assessment of the External Environment (1 unit)

Contemporary organizations exist in social, political and economic environments that change rapidly and unpredictably. This module provides an introduction to theories and strategies/applications related to interpreting signals of change and the organization's preparedness for it. Different methods of assessing impending change including urgency or response and impact on the organization and developing strategic thinking related to change interventions that will increase an organization's effectiveness are explored. Specific issues are analyzed through the use of case studies, current literature and the application of change theories.

BUS 213 Analytical Modeling and Future Projections (1 unit)

Disciplined thought is frequently based on analytical models, both quantitative and qualitative. In this module, models are utilized to assess the complexities of the dynamic local, regional, national and global environments of business. The theoretical foundation of modeling is presented followed by practicum where participants employ the models in analysis and decision making with respect to strategic topics and challenges encountered by today's businesses.

BUS 214 Interpreting Financial Signals: The Economy (1 unit)

In this module, the participants analyze micro and macro economic variables as a basis for pricing and production decisions. By utilizing a practical approach to these complementary topics, the participants gain insight into the basic economic factors affecting a company's market at all levels: 1) the consumer level; 2) the domestic (national) levels; and 3) within the larger context of international economic policies. Macroeconomic topics include banking and the monetary system, inflation, and monetary and fiscal policies designed for maintaining stability and growth. Microeconomic topics address the nature of supply and demand, and elasticity of demand.

BUS 215 Interpreting Financial Signals: The Competitors' Position (1 unit)

Organizations seek to attain a sustainable competitive advantage in their industries. In this module, industry and competitive forces are identified and evaluated. This information is used to assess the financial viability and industry rivalry and to successfully position the organization in the industry. The analysis of the financial competitive factors is used in developing appropriate competitive strategies for the organization to be competitive in the industry as a global player.

BUS 216 Information Collection, Analysis and Interpretation (1 unit)

Markets and the fast changing global environment of business are increasingly interrelated. Business leaders participate in complex decision-making often involving political, legal and social factors that must be identified, collected, analyzed and interpreted. This module provides the theoretical framework and managerial tools leaders need to meet these real-time challenges.

BUS 217 Assessing the Organization's External Environment (1 unit)

Managers require a sophisticated understanding of what you can (and cannot) infer from data, and how to use those inferences to make good decisions. The module introduces the issue of the organization's inability to collect, analyze and interpret myopia, the right information. In addition, it covers topics such as probability theory and decision analysis (including decision trees, scenario analysis, decision criteria, the value of information, and simulation techniques) as well as statistical methods for interpreting and analyzing data, such as

sampling concepts, regression analysis, and hypothesis testing.

BUS 218 Market Assessment and Analysis for New Opportunities (1 unit)

How do organizational leaders identify new opportunities? This module focuses on the assessment and interpretation of the future including prioritization of impending opportunities (global, national and local) and their impact on the organization. What are the organization's resource areas needed to best take advantage of these opportunities and how can these opportunities be maximized locally and globally?

BUS 219 e-Business for Business Managers (1 unit)

Successful businesses are sometimes described as understanding the art of being in the right place at the right time with the right product or service. In this module, the participants are introduced to the fundamentals of e-business and the future of strategic e-business decisions including the factors likely to affect e-business and marketing. These include globalization, changing demographics, ever-changing technology and electronic commerce. Case studies and group activities focus on the application of e-business concepts.

Semester 2 Theme: Designing The Organization's Future: Internal Strategy

(9 credit hours)

BUS 221 Strategy Design and Corporate Strategic Response (1 unit)

Successful organizations design, develop and maintain strategies aimed at creating a sustainable competitive advantage. These strategies are identified in the organization's vision and mission and are supported by the ongoing actions of the firm. This module identifies methods to successfully position the organization in an industry on both the business unit level and as the entire enterprise. Both business and corporate strategic responses are explored through a variety of approaches including case studies and situation analyses.

BUS 222 Financial Decision Making (1 unit)

Combining theory with sophisticated analytical tools, this module provides the solid background needed for developing and managing major corporate financial decisions. Financial statement analysis, financial forecasting, time value of money, valuation of financial securities, management of risk and

return, and cost of capital are covered. Additional topics include estimation and analysis of cash flows in the capital budgeting process and examination of capital structure, dividend policies and long-term financial planning.

BUS 223 Operations Management to Support Strategic Position (1 unit)

Implementation of quality objectives in both operations and product development is key to achieving sustainable competitive advantage in the global marketplace. This module examines operations and quality management by examining context and content of such principles as Total Quality Management and its implemented at all levels of an organization. Other important topics addressed include forecasting, technology management, capacity planning and materials management.

BUS 224 Branding, Strategic Positioning and Customers (1 unit)

Positioning and a strong brand are invaluable in the global competition for customers. The brand represents the organization's promise to its customer, whether it be for quality, low cost or fashion. Positioning and branding are foundational pieces in implementing the strategic marketing process. This module provides the framework for researching, defining, and building the organization's brand and for identifying the most competitive global positioning strategies.

BUS 225 Strategic Resource Allocation and Development (1 unit)

Organizational leaders are often tasked with balancing resources between existing and proposed projects. In this module participants learn how to identify their organization's resource capability and capacity while determining how to balance them based on future demand. They will also learn the importance of processes in resource allocation decision making.

BUS 226 Leaders and Implementation (1 unit)

Leadership exists at many levels of the organization and all leaders must work in concert for the organization to successfully pursue its strategy. This module looks at the roles of corporate, business and functional level leaders, their styles, contributions and applications. The support mechanisms that contribute to leadership and organizational success are studied both as theory and application.

BUS 227 The Role of the Intrapreneur /Entrepreneur (1 unit)

Innovation and entrepreneurship are hallmarks of the 21st century organization. This module defines the role and attributes of the internal entrepreneur (intrapreneur) and provides guidelines to foster the creative environment in which he/she thrives. Finally it provides guidelines for leading the innovative enterprise.

BUS 228 Organizations at Different Stages of Development (1 unit)

Combining theory with practical analytical tools, this module provides the solid background needed for making real-world corporate financial decisions. Building on the concepts from BUS 222, this class will cover optimal capital structure, capital budgeting and valuation dividend policies and how companies go public.

BUS 229 Coaching and Presentation (1 unit)

In this module, participants develop their personal coaching skills in order to enhance their leadership and mentoring skills. They learn the fundamentals of coaching from theoretical framework to hands-on practicum.

Semester 3 Theme: Making It Happen - Implementation Of Strategy

(9 credit hours)

BUS 231 Leadership and Management of Change (1 unit)

Change management, which was introduced in the first semester, is revisited in this module. Advanced change theory including the appropriate application to different cultural environments is presented. Participants are challenged by current global change initiatives which they, acting as change agents, must address.

BUS 232 Managerial Behavior and Innovation (1 unit)

The ability to build and sustain constructive relationships is critical to an organization's most valuable resource - its people. This module focuses on the skills necessary to manage individual and group dynamics in the pursuit of an organization's business goals. It provides a combination of theory, assessment and cognitive skills to help develop proficiency for leadership, management and problem-solving. Cases and group activities add depth and meaning to the theoretical aspects of this module.

BUS 233 Perspectives: Comparative Writings on Business and Leadership (1 unit)

The literature of business offers an ever expanding variety of ideas and insights rooted in the experiences of successful CEOs and empirical evidence developed by scholars and consultants. This module explores a selection of business classics and contemporary readings that provide a forum for the consideration of critical thinking and creative decision making techniques. Each student will receive a portfolio of summaries and critical assessments of each book evaluated during the course.

BUS 234 Managerial Accounting and Productivity Measures (1 unit)

This module reviews key accounting concepts and offers perspectives on the role of accounting in markets and organizations. It also covers the importance of accounting statements in providing information to stakeholders inside and outside the firm. Participants also learn accounting principles used to strategically assess the value created by a new or existing businesses or business segments.

BUS 235 Introduction to Project Management (1 unit)

Understanding the necessity for adapting and incorporating structured project management concepts when undertaking project assignments is a necessary criterion for project success and meeting corporate strategic goals. Equally important, is the ability to evaluate project performance and recommending adjustments to ensure optimal project execution and attainment of organizational/corporate business objectives. This module provides an introduction to Project Management throughout the life cycle with an emphasis on practical applications in the business environment.

BUS 236 The Role of the Board of Directors and Key Stakeholders (1 unit)

This module emphasizes the role of ethics across the organization. Topics include defining the various theories of ethics; analyzing ethical behavior in relationship to business success; formulating a framework for analyzing and resolving ethical issues; identifying the role of the Board of Directors and key stakeholders in ethical decision-making and understanding the role of government and government policies, such as Sarbanes-Oxley on corporations. This module provides both theory and practical

examples to ground the participant firmly in the role of ethics in the workplace.

**BUS 238 Global Business Colloquium
(International Travel Study) (3 units)**

Organizational leaders in the 21st century need to think globally. The Mount St. Mary's MBA immerses students in an international market as a complement to the study in the third semester.

BUS 239 Directed Studies (1-3 units)

Offered with approval of Instructor and Chairperson, following the published procedures for Directed Studies courses.

***Semester 4 Theme: Concentration and
Capstone Project***

(9 credit hours)

The student will select five units in his or her concentration area and will additionally complete a three unit final team project which will emphasize the application of the tools learned to achieve organizational goals. The selected organization can be the student's employer, an employer of one of the student's team members, or an outside corporate sponsor. A one-unit course in Consulting helps students prepare for the final project.

Concentration

In the last semester, having gained knowledge in interpreting the signals of the external environment, developing solution-based approaches to identified/identifiable problems and creating a fertile environment for positive and constructive change, the student will focus on a concentration. The concentrations are:

- Entrepreneurship
- Non-Profit Management
- Project Management

Concentration Courses Offering

Entrepreneurship Courses

BUS 241 Entrepreneurship and Community Leadership (3 units)

This course uses entrepreneurial skills to craft innovative responses to the needs in your community, whether this be local or global. In keeping with the overall focus of the Entrepreneurship concentration—to prepare students for personal and financial success—we will focus on the entrepreneurial skills and abilities to recognize opportunity, explore innovative approaches, mobilize resources, manage risks and thus build a viable enterprise. These potentials have tremendous ability for creativity and are necessary for the success of the entrepreneur.

BUS 243 Innovation, Marketing and the Entrepreneur (2 units)

This course focuses on the use of entrepreneurial skills to initiate innovative responses to business needs and opportunities evident in culture. Understanding the necessity of relational skills is important to the success of any entrepreneurial endeavor and will be understood from the entrepreneur's need to leverage new opportunities, explore innovative approaches, mobilize resource needs, managing risk, and build a viable enterprise. The fastest growing areas in the business sector are Healthcare, Adult Education, Technological Advancements and the "Green" Technologies.

Organizational Leadership Courses

BUS 244/PSY 231 Organizational Dynamics (2 units)

Examines the inter-relationships between management and communication theories. The systems within an organization are emphasized in terms of intra-personal, interpersonal, small group and organizational communication theories. This course will help students develop an understanding of behavior in organizations. This understanding will enable the student to predict and influence organizational events.

BUS 246 Effective Organizational Leadership (3 units)

Focuses on aspects of leader-follower interaction including effective use of power, politics, and influence; understanding what motivates followers both individually and in teams as well as managing diversity.

Project Management Courses

BUS 257 Project Management 1 (3 units)

This course introduces students to project management theory, terminology, and practice. It utilizes the Project Management Body of Knowledge Guide developed by the Project Management Institute to guide students through the foundations of project management, the development of planning process groups, and the importance of ethics and professional conduct to the successful practice of project management. It also addresses the importance of effective project management leadership.

BUS 258 Project Management 2 (2 units)

This course builds on the project management fundamentals presented in BUS 257 and specifically addresses the processes of executing, monitoring, controlling, and closing of individual processes in each process group. Emphasis is placed on the inputs, tools, and outputs required for successful completion of individual processes to ensure success of the entire process group. This course also includes discussions of special project management topics as well as current challenges, opportunities, and best practices in the project management field. Industry executives are invited to share current industry trends and their experiences in project management with the class.

(Note: after completion of the following courses, students may elect to take the Project Management Professional (PMP) Examination administered by the Project Management Institute. Sitting for the examination is optional and not a requirement of Mount St. Mary's MBA Program.)

Non-Profit Management Courses - ON HIATUS

BUS 247 Not-For-Profit Management (3 units)

Nonprofit organizations operate in one of the fastest growing business sectors in the United States and the world. Although not all non profits look alike they share many common characteristics including a desire to change their particular corner of the world. This course discusses ways non profit organizations are different from for profits and identifies key success factors and best practices of non profit organizations, including organizational structure, board and volunteer development, strategic planning, communication, ethics, social responsibility, marketing and fundraising.

BUS 248 Communications Tools of a Non-Profit (2 units)

This course will include grant writing fundamentals, newsletter writing, and the preparation of case statement for major fund raising campaigns. It will also include a discussion of how to locate the appropriate funding sources and the use technology for fundraising.

BUS 249 Non-Profit Marketing (2 units)

The intent of this course is to discuss the utilization of marketing principles by non-profit organizations - the problems, benefits, obstacles, and opportunities - involved with a marketing orientation. A variety of marketing concepts, techniques, and strategies will be discussed and their relevance to nonprofit organizations examined. The use of marketing in several different types of non-profit institutions will be discussed including health care, religious and community organizations.

BUS 293 Selected Topics (2 units)

Course, independent study, seminar, or directed readings in current issues in business administration.

Health Service Management Courses - ON HIATUS

BUS 250/NUR 240 Organizational Management and Economics in Nursing (3 units)

This course will provide a forum for discussion and analysis of current economic conditions that affect health care and health care systems. Course content will assist the student to understand the financial, regulatory and operational impacts on healthcare and how leadership and management skills can be utilized to manage through the issues. In addition, the course will allow the student opportunities to practice management theories and styles , analytical and financial planning exercises and problem-solving skills to develop leadership expertise necessary to manage in the current health care environment.

BUS 251 Marketing Through the Art of Negotiation (2-3 units)

This course is designed for graduate students who are interested in the art of negotiation. The course will provide a forum for discussion and analysis of negotiating techniques used to promote desired changes in a variety of settings including health care. Students will learn how to market their programs and ideas through the

art of negotiation. Course content also provides skills that will assist students in developing their own strategies in the negotiation process with diverse aggregates.

BUS 293 Selected Topics (2 units)

Course, independent study, seminar, or directed readings in current issues in business administration.

Final Project Courses

BUS 260 Capstone Project (3 units)

Students complete a three unit final team project which emphasizes the application of the tools and theories learned in the MBA program to address a specific workplace issue.

BUS 261 Consulting: Working with and Being a Consultant (1 Unit)

This course introduces the practice of consulting. It also provides the tools for the students to 1) develop the skills necessary for their organization to work effectively with consultants; 2) understand the process consultants follow; 3) assess criteria of effectiveness; and 4) develop and review an RFP. In addition, it brings forth the best practices for individuals working within organizations serving as consultants.

Chemistry

DEPARTMENTAL AFFILIATION: PHYSICAL SCIENCES AND MATHEMATICS

A student majoring in chemistry receives a comprehensive view of the principles of this science and participates in personalized laboratory instruction and individual research.

A major in chemistry is excellent preparation for graduate studies, medical studies, health science careers, education, scientific writing, and careers in food, petroleum, and textiles. The B.A. degree in chemistry is designed for those interested in secondary science teaching, chemical technology, and other broadly-based careers requiring a science background.

All students enrolled in a laboratory course will be required to pass an annual Laboratory Safety Exam. Each student will be allowed to take the test a maximum of two times. If a student does not pass the exam on the second attempt, he or she will be dropped from all laboratory classes.

Chemistry Bachelor of Arts

Courses Required for a B.A. Degree in Chemistry

Lower Division:

CHE 1AB	General Chemistry	(3,4)
CHE 1D	General Chemistry Discussion	(1)
CHE 1AL/1BL	General Chemistry Laboratory	(1,1)
CHE 6AB	Organic Chemistry	(4,4)
CHE 6AL/6BL	Organic Chemistry Laboratory	(1,1)
MTH 5ABC	Calculus I/II/III	(4,4,4)
MTH 6	Sequences & Series	(1)
CIS 2	Introduction to Computer Programming	(3)

PHY 1AB	Introductory Physics IA/IB	(4,3)
or PHY 11AB	Mechanics/Electricity, Magnetism, and Optics	(4,3)
PHY 1BL	Physics Laboratory	(1)

Upper Division:

CHE 107	Biochemistry	(3)
CHE 107L	Biochemistry Laboratory	(1)
CHE 110AB	Physical Chemistry	(4,3)

Plus two additional upper division courses in Chemistry. An overall grade point average of 2.0 in major courses is required for the degree.

Total units in Chemistry: 37

Total units in mathematics and physics: 20

Plus General Studies requirements and electives totaling 124 semester units, including Modern Language requirement.

Chemistry Bachelor of Science

Courses Required for a B.S. Degree in Chemistry

Lower Division:

CHE 1AB	General Chemistry	(3,4)
CHE 1D	General Chemistry Discussion	(1)
CHE 1AL/1BL	General Chemistry Laboratory	(1,1)
CHE 6AB	Organic Chemistry	(4,4)
CHE 6AL/6BL	Organic Chemistry Laboratory	(1)
MTH 5ABC	Calculus I/II/III	(4,4,4)
MTH 6	Sequences & Series	(1)
CIS 2	Introduction to Computer Programming	(3)
PHY 11AB	Mechanics/Electricity, Magnetism, and Optics	(4,3)
PHY 1BL	Physics Laboratory	(1)

Upper Division:

CHE 107	Biochemistry	(3)
CHE 107L	Biochemistry Laboratory	(1)
CHE 110AB	Physical Chemistry	(4,3)
CHE 111	Physical Chemistry Laboratory	(2)
CHE 199	Research in Chemistry	(3)
Three additional upper division courses in Chemistry		(9)

Total units in Chemistry: 46

Total units in Mathematics and Physics: 26

Plus General Studies requirements and electives totaling 124 semester units. An overall grade point average of 2.0 in major courses is required for the degree.

Pre-Medical/Pre-Dental Preparation

Chemistry Major

Medical schools accept students from any degree program. A strong background in science, including chemistry, biology and mathematics, is recommended for successful performance on the Medical College Admissions Test (MCAT) and for admissions to medical programs. Successful completion of the B.S. or B.A. degree with a major in chemistry provides excellent preparation for medical, dental or pharmaceutical studies.

Chemistry Minor

CHE 1AB	General Chemistry	(4,4)
CHE 1AL/1BL	General Chemistry Laboratory	(1,1)
CHE 6AB	Organic Chemistry	(4,4)
CHE 6AL/6BL	Organic Chemistry Laboratory	(1,1)
CHE 107	Biochemistry	(3)
CHE 107L	Biochemistry Laboratory	(1)

Plus two additional upper division courses in Chemistry selected from: CHE 109, 110A, 110B, 111 120 or 190. An overall grade point average of 2.0 in requisite courses is required for the minor.

Total units in Chemistry: 30

Chemistry Courses

CHE 1A General Chemistry (3)

Atomic theory, atomic structure and the periodic table; oxidation-reduction reactions; structure and properties of solids, liquids, and gases; kinetic theory and colligative properties. Lecture, three hours; discussion, one hour.

Prerequisites: High school chemistry, three years of high school mathematics, and satisfactory score on the Algebra or Calculus Placement Examination, or grade of C or better in CHE 3 or PHS 1. IIID, VIIB

CHE 1D General Chemistry Discussion (1)

A weekly recitation session involving quantitative problem solving for general chemistry. A mandatory corequisite for CHE 1A unless CHE 1A is being taken as an online course. Discussion, one hour.

CHE 1AL General Chemistry Laboratory (1)

Quantitative techniques including gravimetric and volumetric analyses; qualitative techniques including isolation of compounds and descriptive chemistry of inorganic compounds. Laboratory, four hours per week. *Prerequisite:* Concurrent enrollment in CHE 1A (recommended) or completion of CHE 1A with a grade of C or better.

CHE 1B General Chemistry (4)

Equilibria, acid-base chemistry, kinetics, thermodynamics, molecular structure and bonding, and electrochemistry. Lecture, three hours; discussion, one hour. *Prerequisite:* Grade of C- or better in CHE 1A. GS-VIIB

CHE 1BH General Chemistry: Honors Section (1)

Acid-base behavior, thermodynamics concepts, transition metal complexes, and kinetics. Emphasis will be on research approaches to problem solving and data analysis. Laboratory, four hours per week. *Prerequisite:* CHE 1A with grade of B or better or consent of instructor. Open only to students admitted to the Honors Programs.

CHE 1BL General Chemistry Laboratory (1)

Calorimetry and thermodynamics experiments, instrumental methods, including spectrophotometers and pH meters; transition metal chemistry. Laboratory, four hours per week. *Prerequisite:* C- or better in CHE 1A and concurrent enrollment in CHE 1B (recommended) or completion of CHE 1B with a grade of C- or better.

CHE 3 Foundations of Chemistry (3)

An introduction to the principles and laws of chemistry including atomic structure and the periodic table, bonding, nomenclature, stoichiometry, gases, solutions, and introductory organic chemistry. Lecture, three hours. Note: This course is a prerequisite to CHE 1A if the student fails to qualify for CHE 1A. GS-IIID

CHE 4 Foundations of Chemistry in the Laboratory (1)

Application of fundamental concepts including measurements, empirical formulas, energy in reactions, physical states of matter, and solution behavior. Laboratory, 2 hours. *Prerequisite:* Past or concurrent enrollment in CHE 3. *It is highly recommended that students take this course concurrently with CHE 3.*

CHE 6A Organic Chemistry (4)

Nomenclature, bonding, structure, and stereochemistry of organic molecules. Introduction to reactions, reaction mechanisms, and organic synthesis. Lecture, three hours; discussion, one hour. *Prerequisite:* Grade of C- or better in CHE 1B.

CHE 6AL Organic Chemistry Laboratory (1)

Methods of separations, purification, and identification of organic compounds; introduction to synthesis, and fundamentals of scientific writing. Laboratory, four hours per week. *Prerequisite:* Concurrent enrollment in CHE 6A (recommended) or completion of CHE 6A with a grade of C- or better.

CHE 6B Organic Chemistry (4)

Continuation of Chemistry 6A. Reactions of functional groups and aromatic compounds; synthesis. NMR and IR spectroscopy. Lecture, three hours; discussion, one hour. *Prerequisite:* Grade of C- or better in CHE 6A.

CHE 6BL Organic Chemistry Laboratory (1)

Synthesis and reactions of typical organic compounds; scientific writing; introduction to qualitative analysis, infrared spectroscopy and mass spectrometry. Laboratory, four hours per week. *Prerequisite:* Concurrent enrollment in CHE 6B (recommended) or completion of CHE 6A with a grade of C- or better.

Except where noted, a grade of C or better in prerequisite courses or consent of the department is required for any upper division Chemistry course.

CHE 104 Qualitative Organic Analysis (3)

Microtechniques, separation of mixtures, derivatives, identification of unknown organic compounds, spectroscopic methods. Lecture, one hour; laboratory, eight hours. *Prerequisite:* CHE 6B.

CHE 107 Biochemistry (3)

The study of the molecular components of cells with emphasis on physical and chemical properties and biological functions. An introduction to enzyme kinetics, bioenergetics and the central pathways of carbohydrate

metabolism. Lecture 3 hours. *Prerequisite:* CHE 6B. GS-VIIA

CHE 107L Biochemistry Laboratory (1)

Techniques in the isolation and characterization of biomolecules with an emphasis on proteins. Introduction to enzyme kinetics. Laboratory, four hours per week. *Prerequisite:* Concurrent enrollment in CHE 107 (recommended) or completion of CHE 107 with a grade of C- or better. GS-VIIB

CHE 109 Advanced Biochemistry (3)

Gluconeogenesis, photosynthesis, metabolism of fatty acids and cholesterol, biosynthesis of nucleic acids and proteins. Topics from among the following: biophysical spectroscopy, DNA damage and repair, neurochemistry, biochemistry of vision, metals in biochemistry. Lecture, three hours. *Prerequisite:* CHE 107 with a grade of C- or better.

CHE 110A Physical Chemistry: Thermodynamics (4)

Laws of thermodynamics, chemical equilibria, and properties of real gases. Lecture, four hours.

Prerequisites: CHE 1B, MTH 5AB; recommended: PHY 11B (or 1B), CIS 1B. GS-VIIB

CHE 110B Physical Chemistry: Dynamics (3)

Kinetic theory, transport processes, properties of real solutions, cell emf, chemical kinetics and quantum mechanics. Computer analysis of problems in the preceding areas. Lecture, three hours. *Prerequisite:* CHE 110A. GS-VIIB

CHE 111 Physical Chemistry Laboratory (2)

Chemical and phase equilibria, electrochemistry, kinetics and transport processes, conductance, diffusion. Laboratory, six hours. *Prerequisite:* CHE 110A.

CHE 120 Instrumental Methods of Analysis (3)

Theory and applications of modern instrumental methods including gas chromatography, various spectroscopic methods and selected electrochemical methods. Lecture, one hour; laboratory, eight hours. *Prerequisite:* CHE 6B or consent of instructor.

CHE 130 Biochemical Methods (3)

Experimental techniques in biochemistry. Chromatography, electrophoresis, and spectroscopic methods applied to the preparation and measurement of biochemical substances. Lecture, one hour; laboratory, eight hours. *Prerequisite:* CHE 107

CHE 190 Inorganic Chemistry (3)

Chemistry of inorganic systems with emphasis on reaction mechanisms, metal complexes, bonding and periodic relationships. Lecture, three hours. *Prerequisite: CHE 1B.*

CHE 195H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

CHE 196 Internship (1-3)

An intensive work-study program for qualified upper division students. The student is responsible for setting up the internship in conjunction with the appropriate faculty and the office of Career Planning and Placement. The internship must be approved by the department chairperson.

CHE 197 Seminar (1-3)**CHE 98/198 Topics in Chemistry (1-3)**

Prerequisite: Consent of chemistry staff.

CHE 199 Research in Chemistry (1-3)

Research problems to be arranged with individual faculty members. May be repeated.

Prerequisite: Consent of chemistry staff.

Child Development

DEPARTMENTAL AFFILIATION: EDUCATION

The Child Development major provides an interdisciplinary approach to the understanding of young children as individuals and as members of society. Courses in this major are those specifically relevant to child development in the departments of psychology, education, sociology, and English. The Child Development Major is recommended primarily for individuals who seek careers working with children and their families in child care, educational, or social service settings. Graduates are eligible to qualify for the Child Development Teacher Permit under the California Commission on Teacher Credentialing.

Students who plan to complete this major at the outset of their college careers may elect to take courses in their first two years in the Early Childhood Education program at the Doheny Campus.

Child Development Bachelor of Arts

Course Requirements

I. Education

EDU 32/132	Observation and Curriculum Planning	(3)
EDU 33/133	Visual & Performing Arts for the Young Child	(3)
	OR	
ART 145	Arts & Crafts in the Classroom and	
MUS130	Creative Music Experience and	(3)
INT 194A	Intro to Drama and Dance	
EDU 37/137	Infant/Toddler Development and Care	(3)
EDU 191	Child Development Practicum	(3)

II. Psychology

PSY 1	Introduction to Psychology	(3)
PSY 12	Child/Human Development	(3)
PSY 113	Learning in Children & Adolescents Across Cultures	(3)
PSY 118	Intervention of Children with Disabilities	(3)
PSY 139	Child Abuse and Family Violence	(3)

III. Sociology 3 Upper division units required

SOC 6	The Family, Child and Community	(3)
	OR	
SOC 104	The Family	(3)
	AND	
SOC 102	Sociology of Children	(3)

IV. English (minimum 6 units, chosen from the following):

ENG 104	Expository Writing	(3)
	OR	
ENG 105	Advanced Composition	(3)
	OR	
ENG 106	Creative Writing	(3)
	AND	
ENG 134	Children's Literature	(3)

V. Biology (minimum 3 units, chosen from the following):

BIO 10	Health Science	(3)
*BIO 112	Human Nutrition	(3)

*Needs approval of advisor

VI. Minimum 30 upper division units, including the required courses listed above

Students may petition the Child Development Advisor to substitute other relevant courses in the program.

Total units in the interdisciplinary major areas: 42

Plus General Studies requirements and electives totaling 124 semester units.

All courses are described in the respective department listings.

Child Development Minor

Course Requirements

18 units from the following
(12 units must be upper division)

Required courses (9 units)

PSY 12	Child/Human Development	(3)
SOC 6	Family, Child, and Community	
	or	
SOC 104	The Family	(3)
SOC 102	Sociology of Children	(3)

(Course not selected may be included as an elective.)

EDU 191	Child Development Practicum	(3)
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May be replaced with a major-related practicum if practicum involves direct work with children (infant through age 13). Must be approved by minor advisor. Submit: name of instructor, location of practicum, & description of involvement with children prior to inclusion in the minor.

Acceptable substitute courses: NUR 162 & 163, PSY 124, SOC 197A or B

Electives (select nine units from):

PSY 113	Learning in Children & Adolescents across Cultures (Fall)	(3)
PSY 118	Intervention of Children with Disabilities	(3)
PSY 139	Child Abuse and Family Violence (Fall & Spring)	(3)
ENG 134	Children's Literature (Fall & Spring)	(3)

*ART 145	Arts & Crafts in the Classroom	(1)
	&	
*MUS 130	Creative Music Experience	(1)
	&	
*INT 194A	Introduction to Drama & Dance	(1)

***Must be taken as a set.**

Courses offered on the Doheny Campus and include observation in the Child Development Center

EDU 132	Observation & Curriculum Planning (Spring)	(3)
EDU 137	Infant/Toddler Development & Care (Fall)	(3)

Chinese

Chinese Courses

Department Affiliation: Language and Culture

The department of Language and Culture offers two semesters of Chinese. These two courses can be taken for GS language requirement or as electives.

CHI 1 Elementary Chinese I (4)

Develops fundamental skills for reading, writing, listening and speaking Chinese Mandarin. Students are also introduced to the cultural context of the language. **GS-IV**

CHI 2 Elementary Chinese II (4)

Further develops the basic skills, stressing reading, writing. Continuous attention is paid to pronunciation, communication, and cultural context. **GS IV**

Computer Information Science

DEPARTMENT AFFILIATION: MATHEMATICS

Computer Information Science Minor

The minor in Computer Information Science (CIS) is designed to complement any major by providing students with an understanding of computing, networking, multimedia, electronic information resources, systems and the Internet. Using the knowledge, skills and experience from these technologies, students will be able to solve problems in a variety of contexts.

This minor will assist students in acquiring valuable skills to enable them to cope with the rapid changes in technology that are affecting, and will continue to affect, their personal and professional lives. Ever-changing hardware and software continue to permeate research laboratories and offices throughout the world. The growing need to understand and use the Internet in research and commerce further increases the importance of this course of study. This is a very dynamic minor and requirements will change as needed due to the ever-changing state of technology.

Required Courses (22-24 units)

CIS 1	Computer Process and Applications	(3)
CIS 2	Introduction to Computer Programming	(3)
CIS 87	Technology Internship	(3)

One course from the following list:

PHI 169	Philosophy of Technology	(3)
PHI 192	Business Ethics	(3)

Three courses from the following list:

MTH 125	Programming	(3)
MTH 25	The Linux/Unix Environment	(3)

MTH 135	Structure & Comparison of Computer Language	(3)
BUS 125	E-Commerce/E-Business	(3)
BUS 177	Management Information Systems	(3)
CIS 120	Communication Protocols	(3)

At least one course from the following list:

ART 15	Computer Graphics I	(3)
ART 115	Computer Graphics II	(3)
BIO 115A	Research Methods	(1)
BIO 115B	Research Methods	(1)
BIO 197	Research Readings	(1)
BIO 198	Biological Research	(3)
CHE 198	Topics in Chemistry	(1-3)
CHE 199	Research in Chemistry	(3)
HIS 101	Historical Methods & Historiography	(3)
MTH 120	Discrete Mathematics	(3)
MTH 128A	Numerical Analysis	(3)
POL 101	Research Methodology	(3)
PSY 106	Basic Research Methods	(3)
PSY 106L	Basic Research Methods Lab	(1)
SOC 117	Research Methods and Social Statistics	(3)

Computer Information Science Courses

CIS 1 Computer Processes and Applications (3)

Description of the computer and its logical structure and functioning including hardware (processors, storage, and communications), networking, and levels of software. Introduction to BASIC programming languages and binary systems. Use of application programs for word processing, spreadsheets, databases, presentations, Internet, and e-mail.

CIS 2 Introduction to Programming (3)

An exploration of computer processes: data and file structure; databases and retrieval of information; programming using various languages (which may include BASIC, Fortran90, C++, Perl, Java, or Prologues). *Prerequisite: Grade of C or higher in CIS 1 or consent of instructor.*

CIS 87 Technology Internship (1-3)

This course is a one-year experience during which a student participates by assisting faculty and various academic and administrative departments in using technology effectively and efficiently. Forty hours equals 1 unit. *(Taken at sophomore level or later.)*

CIS 120 Communication Protocols (3)

This course will cover current communication protocols and will include TCP/IP, Routers, Data Packets and Security. *Prerequisite: CIS 2.*

Criminology

DEPARTMENT AFFILIATION: SOCIOLOGY

The Criminology major examines human deviance and behaviors (and their causes) that violate social norms, along with society's response to it, both a macro and micro perspective. It also examines modes of investigation and the efficacy of punishment and/or rehabilitation as compared with treatment outcomes, deterrence, and societal impact. Finally it looks at the wide range of crime and deviance, its role in society, and its effects and consequences for individuals and society.

Because careers in Criminology cross many occupational areas, we have designed a program that addresses the multi-faceted field. Our courses are taught from a systems perspective that explores criminal behavior as the result of interactions of family, culture, socioeconomic status, social structure, opportunities, socialization, community and environment. This approach allows for an in-depth and holistic understanding of crime, the individual and society.

The major is excellent preparation for careers in law enforcement, probation, crime, prevention, forensic research, law studies, rehabilitation, programs for at-risk populations, homeland security or advanced studies in sociology and criminology.

Criminology B.S. Degree

Required Courses :

SOC 1	Introduction to Sociology	(3)
CRI 109	Forensic Studies: Criminalistics	(3)
CRI 110	Juvenile Delinquency	(3)

CRI 111	Introduction to Criminology	(3)
CRI 113	Community Policing	(3)
CRI 114	Corrections	(3)
CRI 115	Sociology of Violence	
OR		(3)
CRI 127	Family Systems Theory & Violence	
CRI 116	Criminal Justice	
OR		(3)
CRI 122	Criminal Policy & Practice	
CRI 119	Urban Crisis Response & Management	(3)
CRI 123	Crime & Minorities	
OR		(3)
SOC 180	Social Stratification	
CRI 197AB	Internship	(6)
SOC 117	Quantitative Research Methods	(3)
SOC 120	Case Management	(3)
SOC 160	Diversity in Society	(3)

Plus completion of General Studies requirements for a total of 124 units.

Total units required for B.S. in Criminology: 45

For those students currently employed in law enforcement and allied fields in the justice system, SOC 117 and CRI 197AB are not requirements, but are strongly encouraged. 36 units, plus all General Studies requirements.

Criminology Minor

Required Courses :

CRI 109	Forensic Studies: Criminalistics	(3)
CRI 110	Juvenile Delinquency	(3)
CRI 111	Introduction to Criminology	(3)
CRI 114	Corrections	(3)
CRI 116	Criminal Justice	(3)
CRI elective from above CRI courses		(3)

Total units for the minor in Criminology: 18

Additional recommended course for careers in Probation and Rehabilitation:

SOC 103	Introduction to Group Process/Therapy	(6)
SOC 104	The Family	(3)
SOC 106	Introduction to Psychotherapy	(3)
SOC 107	Anger Management	(3)
SOC 108	Substance Abuse Counseling	(3)

Criminology Courses

CRI 109 Forensic Studies: Criminalistics (3)

The examination of theories and techniques associated with the recognition, collection, and analysis of physical evidence from the context of a crime scene. The course will enable students to use the physical and social environment to provide information for use by the criminal justice system. See SOC 109.

CRI 110 Juvenile Delinquency (3)

An examination of the theories and concepts applied to deviance and social disorganization as it manifests itself among the juvenile population. Topics include contemporary gang culture and other issues of youths at risk. Fieldwork required. Prerequisite: SOC 1. See SOC 110.

CRI 111 Criminology (3)

The scientific application of the theories of crime and deviance, reflecting the structural and environmental influences of contemporary American society. A human rights course. Prerequisite: Soc 1. See SOC 111.

CRI 113 Community Policing (3)

This course explores the theories and strategies that combine the traditional aspects of law enforcement with crime prevention, problem-solving community engagement and partnerships. It will also address local conditions that give rise to criminal activity, social disorder and fear of crime. With community based policing, community members have an opportunity to work together with law enforcement agencies on issues impacting their community. See SOC 113.

CRI 114 Corrections (3)

An exploration of the corrections system in the U.S. from its inception to the present day. Topics include prison and jail cultures, ethical issues related to incarceration, history of incarceration, and the different types of correctional modalities to include institutional-based corrections. A study of the responsibilities of correction officers, probation officers, parole officers, and parole agents is included. A human rights course. Prerequisite: Soc 1. See SOC 114.

CRI 115 Sociology of Violence (3)

This course will explore questions about the origins of violence in human society and the social processes that produce or inhibit violence. A focus will be on the social construction and social definition of violence in contemporary society. Also included is a study of the types of measurements used to report and study violence, including the perspective of victims, offenders, law enforcement agencies and agencies for violence prevention. A human rights course. See SOC 115.

CRI 116 Criminal Justice (3)

The scientific study of crime, criminal law, and components of the criminal justice system, including police, courts, and corrections or those agencies whose goal it is to apprehend, convict, punish, or rehabilitate law violators. A human rights course. See SOC 116.

CRI 119 Urban Crisis Response and Management (3)

The course provides the understanding of motivations, dynamics, and control of urban crises due to terrorism, environmental catastrophes, crowd control, urban emergency response, etc.

CRI 122 Criminal Policy and Practice (3)

This course will examine the legal purposes of criminal policy and how its practice both functions in and affects modern society. A range of topics will be explored including the concept of crime and criminal liability, including crimes against persons, property, government and public morality. Also, highlights of criminal defenses, the concept of criminal capacity (including age requirements and mental insanity) and punishments will be discussed. Finally, the impact of crimes on victims and families as well as the correlation between socioeconomic status, ethnicity, geographical region, and judicial outcomes (including the likelihood of the death penalty)

will be analyzed through a sociological perspective.

CRI 123 Crime and Minorities (3)

An exploration of the intersection of ethnicity, social class and gender as it relates to deviant and criminal behavior, social controls, the judicial process, geographical regions and cultural norms of society.

CRI 127 Family Systems Theory and Violence (3)

The examination of the inter and intra generational dynamics in the family and how they impact each member as it relates to violence at the micro and macro levels. See SOC 127.

CRI 197AB Internship (6)

The application of the major's program of study through an internship experience. A minimum of 100 hours of on-site experience is required, along with practicum attendance and participation. Development of a professional portfolio is also required, Internship site is to be selected and mutually agreed upon by student and professor. Open to majors only. CRI 197B is to be taken in senior year of study.

Cultural Studies

DEPARTMENT AFFILIATION: LANGUAGE AND CULTURE

Culture courses are primarily interdisciplinary and intended to complement language acquisition, as well as to inform about global cultural diversity. They are generally taught in English.

Cultural Studies Minor

Culture courses are interdisciplinary and intended to inform about global cultural diversity.

Requirements

Student must complete a total of 21 units.

Required classes include:

CUL 107A	Theory and Practice of Culture	(3)
CUL 107B	Cultural Models & Global Realities	(3)
CUL 110	Culture through Films	(3)
or		
CUL 119	Culture Through the Artist's Eyes	
or		
CUL 150	Variety of Topics	
or		
PHI 162	Philosophy and Native Cultures	
or		
PHI 167	Film and Ethics	
CUL 114	Faces of Spirituality	
or		(3)
RST 161	Introduction to World Religions	
CUL 117	Women's Literature in Translation	
or		
CUL 108	World Literature in Translation	(3)
or		
ENG 123	Women's Voices in Literature	

CUL 94/194 Study Travel

or

BUS 123 Travel and Study Abroad

or

ART 173 Multiculturalism and the Visual Arts

or

any Art History Class

(3)

MUS 106 Varieties of Music

or

MUS 116 Music of World Cultures

(3)

Cultural Studies Courses

CUL 50/150 Variety of Topics (3)

Culture 50/150 explores special cultural studies topics. The content will vary and will be defined each time the course is offered. This course may be repeated for credit if the content is different.

CUL 94/194 Study Travel (3)

Pre-travel lectures and readings, as well as guided tours in the country, serve as basis for a study/travel program, with each participant developing a project related to the travel experiences.

CUL 107A Theory and Practice of Culture (3)

The course addresses the growing domestic and global necessity for understanding and communication across cultural boundaries. This is a theoretical and practical approach to understanding cultural differences as well as similarities. GS-VI

CUL 107B Cultural Models & Global Realities (3)

Our new second semester course will feature the intercultural dynamics within global socio-political communities. Students will analyze historical events that facilitate their understanding of methodological concepts such as cosmopolitanism in present day societies. This course will include a new Service Learning Component that will offer students the opportunity to interview and interact with different cultures throughout Los Angeles.

CUL 108 World Literature in Translation (3)

Explores world cultures through short stories and novels from around the world in translation.

CUL 110 Culture through Films (3)

This course uses a thematic approach to analyze a selected number of cultures from different parts of the world through films.

CUL 114 Faces of Spirituality (3)

The focus of this course is to survey and gain an understanding of how different cultures approach spirituality.

CUL 115 Language and Culture (1-1.5)

This course explores diverse aspects of a specific country through its portrayal in popular culture (film, television, arts, literature, music, Internet, food, fashion, etc.) Students will understand the role of language in shaping the identity of a nation and its influence in history and globalization. In addition to these goals, contemporary issues, youth culture, traditions and national image/values depicted through various means of popular culture will be examined. Students will be evaluated through presentations, participation in cultural events, research essays and critical assessments of relevant texts/material to the subject. This course will trace a specific country's cultural impact on the contemporary world and provide students with a deeper understanding of a society and its customs.

CUL 117 Women's Literature in Translation (3)

In search of similarities and differences in women's conditions, aspirations and accomplishments as seen through literature written by women from around the globe.

CUL 119 Culture Through the Artist's Eyes (3)

This course will develop understanding and appreciation for culture as expressed through art, and the creative process in different fields from painting, sculpture, dance, to film, music, literature, and poetry.

CUL 121 Dance in Culture (3)

This course will explore dance across cultures and times.

English for Academic Purposes

English for Academic Purposes is for students interested in mastering the English skills required to succeed in higher education classes conducted in English. It is for international students, or for students whose first language is not English, who are interested in improving their communication skills in English, and understanding the American culture.

A placement test is required to enroll in the following courses and levels:

CUL 11/111 Academic Communication Skills (3)**Level 1**

This course emphasizes the four English communication skills to enhance students' performance in the higher education academic world. A strong oral component with discussions and presentations is included.

CUL 12/112 Multicultural Communities in Los Angeles (3)**Level 1**

In this course, the students experience multicultural communities in Los Angeles and practice intercultural oral, written and research skills.

CUL 13/113 Academic Writing Skills (3)**Level 2**

Students will focus on writing original academic research papers.

CUL 16/116 Intercultural Perspectives in the United States (3)**Level 2**

Students increase their awareness and understanding of the people who live in different parts of the United States. Projects demonstrate their English oral and written skills, and include travel study.

Economics

DEPARTMENTAL AFFILIATION: BUSINESS
ADMINISTRATION

Economics Courses

ECO 1 Microeconomics (3)

An exploration of the economic affairs of industries and the individual business firm. This course introduces the price system, the law of supply and demand and economic analysis of individual markets such as labor or international trade. GS-IIIF

ECO 2 Macroeconomics (3)

An introductory analysis of the aggregate economic system. This course discusses methods of recording and determining gross national product, employment, price stability, fiscal and monetary policy. GS-IIIG

ECO 44/144 Personal Finance (3)

Emphasis on the principles underlying financial security and investment planning; the study of credit institutions, the stock market, and home buying through special projects and experiences in the field. Does not count as an upper level business requirement for Business students.

ECO 112/112H World Economic History (3)

This course will offer a unified explanation for the growth of Western Europe from AD 900 to 1900, with particular emphasis on the evolution of economic institutions. These institutions include property rights, banking and credit, public finance, forms of business organizations and wage labor. Also HIS 112/112H. Meets only one general studies requirement, either GS-IIIC or GS-IIIF. (Formerly Economic History of Europe)

ECO 123 Travel and Study Abroad (3)

This course is designed to acquaint participants with the business, historical, cultural, and social environments of the countries visited. Visits will be arranged to business organizations as well as with government officials connected with economic and business development. Areas visited may include South America, China or East Asia. The class can be repeated for credit. Also BUS 123.

ECO 193 Selected Problems (1-3)

Courses, workshops, seminars, or directed readings. May be repeated for credit.

ECO 195 International Economics (3)

The general principles of international regulations and trade; the problems of developing countries and theories of growth and development; progress toward economic integration and cooperation in Europe, Latin America and Africa. GS-IIIG

Education

The Education Department offers undergraduate and graduate programs for the preparation of teachers:

Undergraduate

Early Childhood Education in conjunction with the Associate in Arts degree.

Preliminary Elementary Teacher Preparation (Credential) Program in conjunction with a Baccalaureate degree and a Liberal Studies major. Beginning Fall 2012, includes Certificate in Inclusive and Responsive Teaching.

Preliminary Secondary Teacher Preparation (Credential) Program in conjunction with a Baccalaureate degree and an academic major. Beginning Fall 2012, includes Certificate in Inclusive and Responsive Teaching.

Graduate

Preliminary Teacher Preparation (Credential) Programs*:

Elementary (2042 Multiple Subject) Beginning Fall 2012, includes Certificate in Inclusive and Responsive Teaching.

Secondary (2042 Single Subject) Beginning Fall 2012, includes Certificate in Inclusive and Responsive Teaching.

Education Specialist: Mild/Moderate Disabilities

Education Specialist: Deaf and Hard of Hearing

**Preservice and Intern options are available in all programs*

Clear Teacher Preparation (Credential) Programs:

Level II Education Specialist: Mild/Moderate Disabilities Multiple and/or Single Subject Clear Credential

Master of Science in Education with concentrations in:

Elementary Education (in conjunction with an Elementary Teacher Preparation Program)

Secondary Education (in conjunction with a Secondary Teacher Preparation Program)

Education Specialist: Mild/Moderate Disabilities (in conjunction with an Education Specialist Teacher Preparation Program)

Education Specialist: Mild/Moderate Disabilities (in conjunction with Level II Education Specialist Teacher Preparation Program)

Individually Designed Program (may be in conjunction with a Clear Teacher Preparation Program.)

Instructional Leadership Program (may be in conjunction with a Clear Teacher Preparation Program)

Certificates:

Certificate in Instructional Leadership

Certificate in Inclusive and Responsive Teaching (CIRT) (Must be completed as part of a degree program)

Early Childhood Education Program A.A. Degree with a Specialization in Early Childhood Education

The Associate in Arts degree program with a specialization in Early Childhood Education is designed for the student who wishes to enter the field of preschool teaching directly upon graduation. At the completion of

the two-year program, the student is qualified to teach in child development programs (pre-kindergarten) or to transfer to a four-year program to complete a Bachelor of Arts degree in Child Development, or to complete the requirements for a Bachelor of Arts degree in a related field and to apply for admission to the Preliminary Multiple Subject Teacher Preparation Program.

Program Requirements

Core Courses

EDU 31	Introduction to Early Childhood Education: Profession and Programs	(3)
EDU 32	ECE: Observation and Curriculum Planning	(3)
EDU 33	Visual and Performing Arts for the Young Child	(3)
EDU 36	Emergent Math and Science Experiences in Preschool Classroom	(3)
EDU 37	Infant and Toddler Development and Care	(3)
EDU 39	Supervised Field Work: Preschool (taken during last semester)	(6)
PSY 12	Child/Human Development	(3)
PSY 36	Language and Literacy Development in the Young Child	(3)
SOC 6	Family, Child, and Community	(3)

General Requirements

PSY 1	General Psychology	(3)
BIO 10	Health Science	(3)
PHI 15	Challenges in Philosophy	or
PHI 10	Critical Thinking	(3)

A.A. Program Requirements

SPR 85	Intro to College Studies	(1)
ENG 6A/B	Written and Oral Communication	or
ENG 1A/B	Freshman English	(3,3)
	Religious Studies course	(3)
	Humanities course	(3)
	Quantitative Literacy course	(3)

Recommended Electives

Courses in Spanish and Physical Education

Child Development Teacher Permit

The two-year Early Childhood Education program or the four-year Child Development major fulfill coursework and fieldwork requirements for a Child Development Teacher Permit.

The requirements as established by the California Commission on Teacher Credentialing are the following:

- Completion of an Associate of Arts degree or higher in early childhood education or child development.
- A supervised field experience (EDU 39/139) in an early childhood education setting.
- The candidate must have earned a C or above in each course used for the permit.

This permit is issued for five years and is renewable for successive five-year periods with the completion of 105 hours of professional growth. A Child Development Teacher Permit authorizes the holder to provide service in the care, development, and instruction of children in a child development program, and supervise a Child Development Permit Associate Teacher, a Child Development Permit Assistant, and an aide.

As Title 5 California Administrative Code Regulations pertaining to revisions in the Child Development Permit are enacted, notification of such revisions are made to students who are enrolled in the program, as well as those who make inquiry regarding it. It is recommended that those reading this section for the first time inquire as to whether the regulations stated here have undergone revision by the state.

Admission Requirements

To be accepted as an Early Childhood Education major, a student entering Mount St. Mary's College must have a high school GPA of 2.5. SAT or ACT scores are also considered; an interview may be required. Transfer students applying for the Early Childhood Education program after college experience must have a GPA of 2.25 in college-level courses, grades of C or better in all Early Childhood Education courses accepted for transfer, and a grade of C or better in a college-level (non-remedial) English course.

Specific Program Requirements

The student must complete all Early Childhood courses with a grade of C or better. A grade of C or better must also be achieved in ENG 6AB or ENG 1AB. Because of a demand in Southern California for preschool teachers who can demonstrate speaking and writing ability in the Spanish language, students are encouraged to take courses in Spanish in conjunction with the program.

Students in the Early Childhood Education specialization must be able to establish rapport with very young children and their families. They must be able to create an environment where children can discover themselves; to do this, they need broad knowledge of children's physical, social/emotional and cognitive development. Coursework, including observation, participation, and supervised teaching of children, is designed to enable students to demonstrate expertise in these areas within the two-year period.

Elementary Teacher Preparation Program in Conjunction with a B.A. Degree with a Liberal Studies Major

Preparation for certification as an elementary teacher in California consists of two components, (1) academic preparation and (2) professional preparation. In addition, other state requirements must be met, as in (3) below. The Mount St. Mary's College Elementary Teacher Preparation Program is a California Commission on Teacher Credentialing approved program for the preparation of students for the Preliminary Multiple Subject Teaching Credential as defined by SB 2042. It is possible to complete both the academic and professional preparation as an undergraduate and to graduate with a preliminary teaching credential.

(1) Academic Preparation. The undergraduate student interested in elementary school teaching completes a Liberal Studies major as described in the Liberal Studies on page 250 Major description pages. Students must satisfy the academic preparation requirement for a teaching credential by achieving a passing score on the California Subject Matter Examination(s) for Teachers. This requirement must be satisfied prior to the application deadline for supervised teaching.

(2) Professional Preparation. Simultaneously with the Liberal Studies major, undergraduate students complete the Elementary Teacher Preparation Program courses to satisfy professional requirements. Fieldwork in public schools affiliated with the Education Program is required in each professional preparation class. The student must be able to arrange for transportation to fieldwork sites.

Refer to Preliminary Elementary Teacher Preparation Program on page 158 for the Elementary Teacher Preparation Program course list and description of the Certificate in Inclusive and Responsive Teaching (CIRT) that is embedded within the Teacher Preparation Program. Also see Preliminary Teacher Preparation Programs on page 156 for teacher preparation program requirements and Supervised Teaching on page 163 for supervised teaching policies. Units taken in the Teacher Preparation Program may count toward the Baccalaureate degree.

(3) Other Requirements: Students must apply to and be officially admitted to the Elementary Teacher Preparation Program with a passing score on the CBEST examination to enroll in advanced professional preparation coursework: EDU 155 Social Studies and the Arts and EDU 156 Language and Literacy. Prior to filing for the credential students must fulfill the requirement related to the United States Constitution, pass a state-required examination on the teaching of reading (RICA), have a current CPR certification for adult, child, and infant. Political Science 1, American Government and Institutions, currently meets the U.S. Constitution requirement. If a student wishes to fulfill this requirement by taking a course off-campus, she must submit an equivalency petition for approval to the Education Department prior to course enrollment. Education 156, Language and Literacy: Elementary Curriculum, will prepare students for the RICA exam. Prior to supervised teaching students must have passed all subtests of the Multiple Subject CSET examinations and have filed for a Certificate of Clearance (FBI

fingerprint clearance). Finally, all teacher credential candidates must pass the state-required Teacher Performance Assessment (TPA) administered during the program coursework.

It is particularly important that students meet regularly with their Liberal Studies program advisor as the California Commission on Teacher Credentialing (CCTC) regulations are subject to change.

Secondary Teacher Preparation Program in Conjunction with a B.A. Degree with an Academic Major

Preparation for certification as a secondary school teacher in California consists of two components: (1) **academic preparation** and (2) **professional preparation**. In addition, other state requirements must be met, as described below. The Mount St. Mary's College Secondary Teacher Preparation Program is a California Commission on Teacher Credentialing approved program for the preparation of students for the Preliminary Single Subject Teaching Credential as defined by SB 2042. It is possible to complete both the academic and professional preparation as an undergraduate and to graduate with a preliminary teaching credential.

Academic Preparation. The undergraduate student interested in secondary school teaching majors in the academic subject she plans to teach. Students must satisfy the academic preparation requirement for a teaching credential by achieving a passing score on the state-required CSET examinations in the academic subject they intend to teach. This requirement must be satisfied prior to the application deadline for supervised teaching..

Professional Preparation.

Simultaneously with the academic studies, undergraduate students complete the Secondary Teacher Preparation Program courses to satisfy professional requirements. Fieldwork in public schools affiliated with the Education Program is required in each professional preparation class. The student must be able to arrange for transportation to fieldwork sites and have the Certificate of Clearance completed prior to placement.

Refer to Preliminary Secondary Teacher Preparation Program on page 160 for the Secondary Teacher Preparation Program course list. Also see Preliminary Teacher Preparation Programs on page 156 for teacher preparation program requirements and description of the Certificate in Inclusive and Responsive Teaching (CIRT) that is embedded within the Teacher Preparation Program. See Supervised Teaching on page 163 for supervised teaching policies. Units taken in the Teacher Preparation Program may count toward the Bachelors degree but are not required for graduation.

Other Requirements.

Students must apply to and be officially admitted to the Secondary Teacher Preparation Program with a passing score on the CBEST examination to enroll in advanced professional preparation coursework: EDU 166, Principles of Secondary Education, EDU 167 Principles of Secondary Curriculum and EDU 168 Content-Based Reading Instruction. Prior to filing for the credential students must fulfill the requirement related to the United States Constitution. *Political Science 1, American Government and Institutions*, currently meets the U.S. Constitution

requirement. If a student wishes to fulfill this requirement by taking a course off-campus, she must submit an equivalency petition for approval to the Education Department prior to course enrollment. Prior to supervised teaching students must have passed all subtests of the appropriate Single Subject CSET examinations and have filed for a Certificate of Clearance (FBI fingerprint clearance). Finally, all teacher credential candidates must pass the state-required Teacher Performance Assessment (TPA) administered during the program coursework.

Preliminary Teacher Preparation Programs

Undergraduate and Graduate

The Teacher Preparation Programs at Mount St. Mary's College offer coursework and fieldwork leading to a California Preliminary Teaching Credential for Multiple Subjects, Single Subject or Education Specialist: mild/moderate disabilities. Students may already be teaching in their own classrooms in public or private schools, or be completing the program prior to employment as a teacher. The Elementary and Secondary Teacher Preparation Programs are open to undergraduate as well as graduate students. Coursework is grounded in the California Standards for the Teaching Profession and emphasizes a cycle of planning, teaching, and reflecting that provides students with an ever-deepening understanding of how to provide all students with rigorous academic learning. The programs prepare teachers who are committed to working with diverse student populations in urban settings. Theory and practice are infused throughout the coursework with discussions and readings augmenting early fieldwork experiences in exemplary teachers' classrooms in

Mount St. Mary's College associated schools. Courses and fieldwork provide essential knowledge and skills that students need to pass the California Teacher Performance Assessment and qualify for a Preliminary Teaching Credential. Other state and program requirements apply, and students are urged to maintain regular contact with their education program advisor.

Candidates accepted into a Preliminary Elementary or Secondary Teacher Preparation Program after Spring 2012 earn a Certificate in Inclusive and Responsive Teaching (CIRT) concurrent with their credential program. This 12-unit certificate program, fully embedded within the preliminary teaching credential coursework, focuses on training teachers to provide an inclusive and responsive classroom environment for all learners, especially those with the most common disabilities found in schools. Candidates who complete an Education Specialist Teacher Preparation Program are not issued the CIRT.

The Education Specialist: Deaf and Hard of Hearing Preliminary Teaching Credential program is only available to graduate students.

Graduate students may complete a Master of Science degree in Education in conjunction with the teacher preparation coursework. All post-baccalaureate programs of study offered by the Education Department are graduate level programs, whether leading to a Masters degree or not (e.g., Elementary and Secondary Teacher Preparation Programs). As such, these programs are governed by policies and procedures for graduate

degree programs in all applicable areas.

Admission to Teacher Preparation Programs

Undergraduate applicants for a Teacher Preparation Program apply directly to the Education Department for admission. Graduate applicants apply through the Graduate Division (See Graduate Degree Admissions Policies). Ongoing contact with education advisors is important, as teacher preparation requirements are subject to change.

Requirements for admission include:

- completion of the appropriate application form
- for graduate students, payment of application fee
- an application essay
- a minimum grade point average of 2.5 on a four-point scale, documented by official transcripts.
- two letters of recommendation indicating suitability for teaching and potential for success in the Teacher Preparation Program (Clear program candidates submit only one letter of recommendation.)
- interview with an Education department advisor related to professional attitude, goals, and personal qualifications
- a passing score on the California Basic Skills Test (CBEST)
- for preliminary credential candidates, verification of current medical clearance for tuberculosis
- for preliminary credential candidate, confirmation of application for the Certificate of Clearance
- for graduate students, an official score

report from at least one subtest of the appropriate CSET examination

- for graduate students, official transcripts from all colleges attended. Must include a Baccalaureate degree from an accredited college or university. Degrees earned outside the United States must be evaluated for equivalency by an agency approved by the California Commission on Teacher Credentialing. The Graduate Division provides a list of approved agencies.
- for students applying to a Clear program, a valid Preliminary teaching credential, verification of employment as a full-time teacher in a setting appropriate to the credential, and documentation that an approved induction program is not available
- For students applying to the Instructional Leadership Program, verification of 2 years of teaching experience
- For interns, passing score report on all requirement CSET exams, Certificate of Clearance, satisfactorily completion of U.S. constitution requirement, offer of employment, and verification of 120 hours of Preservice work as specified by the MSMC Intern Program.
- Candidate Dispositions Statement.

The Education Specialist: Deaf and Hard of Hearing Preliminary Teaching Credential program has a separate set of application requirements. See DHH description section for details.

Applications are accepted three times a year. The application deadlines are published annually by the Graduate Admissions Office. Students may enroll in up to six units as a non-matriculating student prior to program acceptance.

Admission to a teacher preparation program does not guarantee that a credential will be granted. The Admissions Committee reserves the right to dismiss from a teacher preparation program a student who does not meet program standards. Dismissal from a Teacher Preparation Program takes place for failure to meet program requirements; dismissal, based on evaluation of any of the protocols used for candidate assessment and evaluation (including Candidate Dispositions) may occur at any time during the program.

Preliminary Elementary Teacher Preparation Program

The Elementary Teacher Preparation Program at Mount St. Mary's College has been approved by the California Commission on Teacher Credentialing under the 2001 SB 2042 Standards for Professional Preparation. This program prepares teachers to work with students in elementary (typically K-6) classrooms. Students begin the program with prerequisite courses in foundational areas such as development, culture, and language acquisition. They complete four professional preparation courses that include early fieldwork in exemplary teachers' classrooms in Mount St. Mary's College associated schools. Students finish the program with supervised teaching and a culminating seminar. Supervised teaching may be completed in the student's own classroom (interns and private school teachers) or in classrooms in Mount St. Mary's College associated schools (undergraduates and pre-service graduate students). Coursework and fieldwork provide the essential knowledge and skills students need to pass the state-mandated California Teacher Performance Assessment and

the Reading Instruction Competence Assessment (RICA). Additional requirements for a teaching credential include passing scores on the Multiple Subjects CSET examinations, the U.S. Constitution requirement (verified by coursework or exam) and a Certificate of Clearance. Upon successful completion of all requirements, students apply for the Preliminary Multiple Subject Teaching Credential. Students are urged to maintain regular contact with their education program advisor as the CCTC credential requirements are subject to change. Graduate students may complete a Master of Science degree in Education in conjunction with the preliminary teacher preparation coursework.

**For students admitted prior to Spring 2012
(and eligible undergraduate transfer students)**

Prerequisite Coursework (15-17 units)*

EDU 106/206	School and Society	(3)
PSY 113 or EDU 251	Child and Adolescent Development and Learning Across Cultures	(3)
SOC 161 or EDU 252	Dynamics of Majority/Minority Relations	(3)
EDU 252	Diversity and Schools	
ENG 102 or EDU 253	Structure of Modern English Language Competence and Education	(3)
EDU 170A/ 270A	Intro to the Education of Exceptional Learners	(1)
BIO 10 or EDU 213A	Health Science	(3)
EDU 213A	Health Related Issues in Education	(1)
PED 100 or EDU 212	Physical Education: Elementary Curriculum	(1)

Preliminary Professional Preparation Coursework (12 units)*

EDU 150/250	Elementary Instruction: Theory and Practice	(3)
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EDU 154/254	Mathematics and Science: Elementary Curriculum	(3)
EDU 155/255	Social Studies and the Arts: Elementary Curriculum	(3)
EDU 156/256	Language and Literacy: Elementary Curriculum	(3)

Supervised Teaching (8-14 units)*

EDU 116/316	Supervised Teaching: Elementary Fieldwork	(6-12)
EDU 316L	Intensive Fieldwork: Elementary	(0)
EDU 123/ 323	Supervised Teaching Seminar	(2)

For students admitted Spring 2012 and after

Prerequisite Coursework (11 or 12 units)*

EDU 106/206	School and Society	(2)
EDU 151	Typical and Atypical Child and Adolescent Development	(1)
PSY 113 or EDU 251	Child and Adolescent Development and Learning Across Cultures	(3)
EDU 152/252	Diversity and Schools	(1.5)
EDU 107/207	Teaching English Learners	(1.5)
EDU 108A/ 208A	Introduction to Exceptional Learners	(1.5)
EDU 108B/ 208B	Responsive Teaching for All Learners	(1.5)

Preliminary Professional Preparation Coursework (13 units)*

EDU 150/250	Elementary Instruction: Theory and Practice	(3)
EDU 154/254	Mathematics and Science: Elementary Curriculum	(3)
EDU 155/255	Social Studies and the Arts: Elementary Curriculum	(3)
EDU 156/256	Language and Literacy: Elementary Curriculum	(3)
EDU 109A/ 209A	TPA LAB I	(.5)
EDU 109B/ 209B	TPA LAB II	(.5)

Supervised Teaching (9-15 units)*

EDU 116/316	Supervised Teaching: Elementary Fieldwork	(6-12)
EDU 110/210	Supervised Teaching Seminar	(3)

** Undergraduate program includes 100 level courses; Graduate program includes 200/300 level courses.*

**Preliminary Secondary Teacher
Preparation Program**

The Secondary Teacher Preparation Program at Mount St. Mary's College has been approved by the California Commission on Teacher Credentialing under the 2001 SB 2042 Standards for Professional Preparation. This program prepares teachers to work with students in middle and high school classrooms. Students begin the program with prerequisite courses in foundational areas such as development, culture, and language acquisition. In the three professional preparation courses students work with Content Area Coaches who are exemplary classroom teachers. This experience includes fieldwork in the Content Area Coaches' secondary classrooms. Students finish the program with supervised teaching and a culminating seminar. Supervised teaching may be completed in the student's own classroom (intern or private school teachers) or in exemplary teachers' classrooms in Mount St. Mary's College associated schools (undergraduates and pre-service graduate students). Coursework and fieldwork provide the essential knowledge and skills students need to pass the California Teacher Performance Assessment. Additional requirements for a teaching credential include passing scores on the appropriate CSET examinations, the U.S. Constitution requirement (verified

by coursework or exam) and a Certificate of Clearance. Students are urged to maintain regular contact with their program advisor as the CCTC credential requirements are subject to change. Graduate students may complete a Master of Science degree in Education in conjunction with the preliminary teacher preparation coursework.

For students admitted prior to Spring 2012

Prerequisite Coursework (15-17 units)*

EDU 106/206	School and Society	(3)
PSY 113/ EDU 251	Child and Adolescent Development and Learning Across Cultures	(3)
SOC 161	Dynamics of Majority/Minority Relations	(3)
or		
EDU 252	Diversity and Schools	(3)
ENG 102	Structure of Modern English	(3)
or		
EDU 253	Language Competence and Education	(3)
EDU 170A/270A	Intro to the Education of Exceptional Learners	(1)
BIO 10	Health Science	(3)
or		
EDU 213A	Health-Related Issues in Education	(1)

Preliminary Professional Preparation Coursework (12 units)*

EDU 166/266	Principles of Secondary Education & Content Area Modules	(4)
EDU 167/267	Principles of Secondary Curriculum & Content Area Modules	(4)
EDU 168/268	Content-Based Reading Instruction & Content Area Modules	(4)

Supervised Teaching (8-14 units)*

EDU 164/364	Supervised Teaching: Secondary Fieldwork	(6-12)
EDU 123/323	Supervised Teaching Seminar	(2)

For students admitted Spring 2012 and after**Prerequisite Coursework (11 or 12 units)***

EDU 106/206	School and Society	(2)
EDU 151	Typical and Atypical Child and	(1)

	Adolescent Development	
PSY 113 or EDU 251	Child and Adolescent Development and Learning Across Cultures	(3)
EDU 152/252	Diversity and Schools	(1.5)
EDU 107/207	Teaching English Learners	(1.5)
EDU 108A/208A	Introduction to Exceptional Learners	(1.5)
EDU 108B/208B	Responsive Teaching for All Learners	(1.5)

Preliminary Professional Preparation Coursework (13 units)*

EDU 150/250	Elementary Instruction: Theory and Practice	(3)
EDU 154/254	Mathematics and Science: Elementary Curriculum	(3)
EDU 155/255	Social Studies and the Arts: Elementary Curriculum	(3)
EDU 156/256	Language and Literacy: Elementary Curriculum	(3)
EDU 109A/209A	TPA LAB I	(.5)
EDU 109B/209B	TPA LAB II	(.5)

Supervised Teaching (9-15 units)*

EDU 116/316	Supervised Teaching: Elementary Fieldwork	(6-12)
EDU 110/210	Supervised Teaching Seminar	(3)

**Undergraduate program includes 100 level courses; Graduate program includes 200/300 level courses.*

**Preliminary Education Specialist:
Mild/Moderate Disabilities Teacher
Preparation Program**

The Education Specialist Teacher Preparation Program at Mount St. Mary's College has been approved by the California Commission on Teacher Credentialing. The program prepares teachers to work with K-12 students with mild/moderate disabilities including students with learning disabilities, mental retardation, serious emotional disturbance, autism, and

health impairments. These teachers may be employed in their own classroom, in a resource specialist position, or in an inclusion specialist position serving special education students in general education settings. The Preliminary Education Specialist program is open to graduate students only.

Students begin their preparation in the Preliminary program with general and special education coursework and field experiences and conclude the program with supervised teaching. For the general education requirements, students select an elementary or a secondary emphasis. Courses include fieldwork experiences in general and special education classrooms. The fieldwork requirements may be completed in the student's own classroom (interns) or in exemplary teachers' classrooms in Mount St. Mary's College associated schools (pre-service graduate students). Additional requirements for a teaching credential include passing scores on the appropriate CSET examinations and the Reading Instruction Competence Assessment (RICA), the U.S. Constitution requirement (verified by coursework or exam) and a Certificate of Clearance. Students are urged to maintain regular contact with their program advisor as the CCTC credential requirements are subject to change. Students may complete a Master of Science degree in Education in conjunction with the preliminary teacher preparation coursework.

For students admitted prior to Spring 2012

General Education Coursework (9-10 units)

EDU 252	Diversity in Schools	(3)
	OR	
	Passing CTLE exam	

EDU 253	Language Competence and Education	(3)
EDU 250	Elementary Instruction: Theory & Practice	(3)
or		
EDU 266	Principles of Secondary Education & Content Area Modules	(4)
EDU 256	Language & Literacy: Elementary Curriculum	(3)
Special Education Coursework (15 units)		
EDU 270C	Introduction to the Education of Exceptional Learners	(3)
EDU 271	Assessment of Students with Special Needs	(3)
EDU 272	Positive Behavior Supports for Students with Special Needs	(3)
EDU 275	Literacy Instruction for Struggling Readers and Writers	(3)
EDU 276	Content Area Instruction for Students with Special Needs	(3)
Supervised Teaching Requirements (8-14 units)		
EDU 378	Supervised Teaching: Special Education	(6-12)
EDU 316L/364L	Intensive Fieldwork: General Education	(0)
EDU 378L	Intensive Fieldwork: Sp Ed.	(0)
EDU 323	Supervised Teaching Seminar	(2)

Upon completion of all requirements, students apply for either a Certificate of Eligibility for a Preliminary Education Specialist Credential or, if employed in a special education setting, a Preliminary Education Specialist Credential. When students complete the Preliminary Education Specialist program and obtain a special education teaching position, they must begin the Professional Clear Induction Education Specialist Credential program at Mount St. Mary's College or another CCTC approved program.

Preliminary Teaching Intern Programs

Preliminary teaching intern program options are available for the Elementary, Secondary and Education Specialist Teacher Preparation Programs. These programs are

available for eligible graduate students who are able to secure an intern position in a public school district. Additional program application requirements include passing scores on all required CEST examinations, verification of satisfaction of the U.S. Constitution requirement, a Certificate of Clearance, completion of 120 hours of Preservice work as specified by the MSMC Intern Program, and an offer of employment in a public school classroom appropriate for the credential program. The coursework for the intern programs is identical to the coursework described above for the preliminary credential programs with the addition of intern seminars and classroom supervision to support interns throughout their credential program. Interns may participate in a two- or one-year program. Two-year interns assume teaching responsibilities at the beginning of their credential program as soon as they have completed the two required pre-service courses that provide them with basic instructional skills and knowledge. One-year interns complete one year of coursework including the required pre-service courses prior to obtaining an intern teaching position.

Pre-Service Coursework

Elementary Program

EDU 250	Elementary Instruction: Theory and Practice
EDU 316L	Intensive Fieldwork: Elementary
EDU 253	Language Competence and Schools

Secondary Program

EDU 266	Secondary Instruction: Theory and Practice
EDU 364L	Intensive Fieldwork: Secondary
EDU 253	Language Competence and Schools

Education Specialist

EDU 270C	Introduction to Education of Exceptional Learners Program:
EDU 378L	Intensive Fieldwork: Special Education
EDU 253	Language Competence and Schools

Intern Seminars

Through Spring 2013, interns register each semester for a special section of EDU 323, Supervised Teaching Seminar. The seminar meets five to seven times a semester to support interns in their on-going teaching responsibilities and in the completion of the Teacher Performance Assessment tasks in their final semester. Two-year interns register for the seminar for 0.5 units each fall and spring semester for a total of 2 units over the course of their two-year program. One-year interns register for 1 unit a semester for a total of 2 units.

Beginning Fall 2013, interns will pay an Intern Support Fee of \$100 for each semester they are supervised as an intern.

Supervised Teaching

Interns receive support from an on-site support provider and a college supervisor throughout their program. The on-site support provider, an experienced teacher with a teaching credential in the same area sought by the intern, meets regularly with the intern to guide them through the first years of teaching. The college supervisor visits the intern's classroom on a regular basis to support the application of MSMC credential coursework to the intern's practice. Two-year interns register for 3 units of supervised teaching each fall and spring semester for a total of 12 units over the course of their two-year program. One-year interns register for 6 units a semester for a total of 12 units.

Supervised Teaching Policies

The supervised teaching experience in the Teacher Preparation Programs is structured to address candidates' diverse levels of teaching experience.

An important part of candidates' initial advisement is the determination of how they will fulfill the supervised teaching requirement based on their previous experience and present situation. Those planning to register for supervised teaching must meet with their advisor at least one semester before the beginning of the semester in which they plan to register for this experience and complete an Application for Supervised Teaching. The application deadlines are May 15 for fall supervised teaching and November 15 for spring supervised teaching. All prerequisites for supervised teaching must be met by these dates to be eligible for supervision.

The candidate is supported by a college supervisor and a cooperating teacher (pre-service teachers) or on-site supervisor (private school in-service teachers and interns). College supervisors make regular visits to the candidate's classroom and work closely with the candidate and the cooperating teacher or on-site supervisor.

Prerequisites for Supervised Teaching

1. Official admission to the Teacher Preparation Program (includes passage of the CBEST).
2. Official passing score report on the appropriate CSET examination.
3. Successful completion of the appropriate prerequisite and professional preparation coursework with at least a 3.0 GPA.
4. Certificate of Clearance issued by Commission on Teacher Credentialing
5. Verification of current medical clearance for tuberculosis
6. Eligible in-service teachers: Approved Equivalency Petition forms for waiver

of 6 units of supervised teaching.

Options to Fulfill Supervised Teaching Requirements

Option I: Supervised Teaching for Pre-Service Candidates

Undergraduate and graduate pre-service candidates are required to complete a full-time supervised teaching experience of 12 units over one semester (see EDU 116A/B, 316A/B, 164A/B, 364A/B, or 378A/B). Students are placed in Mount St. Mary's College approved sites with cooperating teachers for two assignments of six-to-seven weeks each. Students do not make their own arrangements for the supervised teaching placement. Students are guided in teaching techniques by the cooperating teacher and the college supervisor through two assignments at varying grade levels and with culturally and linguistically diverse student populations. A seminar course (EDU 110/210 or EDU 123/323) supports the supervised teaching experience.

Option II: Supervised Teaching for Private School Teachers

Option II is available only to private school teachers whose schools are located in Los Angeles County. Students who are full-time, contracted (in-service) teachers may fulfill the supervised teaching component in their own classroom (see EDU 316C, EDU 364C, or EDU 378C). In-service teachers complete 12 units of supervised teaching, 6 units a semester for two semesters. Multiple Subject candidates must be teaching multiple subjects in a self-contained classroom in grades K-8. Single Subject teachers must be teaching in a departmentalized setting in the subject area in which they are pursuing a credential, typically in grades 6-12. Education Specialist

teachers must be teaching in a Special Day Class, Full Inclusion Program or Resource Specialist Program for students with mild/moderate disabilities. A seminar course supports the supervised teaching experience (EDU 210 or 323).

Teachers who have taught successfully on a full-time, contracted basis (long-term substitutes are not eligible) in the appropriate subject area and level for at least two years prior to the supervised teaching semester may petition to have six of the required 12 units of supervised teaching waived. Equivalency petitions are available from the education advisor and must be submitted by the supervised teaching application deadline. The equivalency petition must be approved by the department chair prior to enrollment in supervised teaching. For those who waive six units of supervised teaching, the remaining six units may be fulfilled in their own classroom in one semester. If waived, units are not awarded. Teachers must submit documentation that their teaching assignment has been, and continues to be, a full-time, paid teaching position and that the subject matter and level are congruent with the credential sought. For secondary credential candidates, other requirements apply. Candidates should consult their advisor.

State regulations under SB 57 allow private school teachers with three or more years of appropriate experience to waive the entire supervised teaching requirement for the Preliminary Multiple Subject or Single Subject Credential. However, candidates must enroll in the Supervised Teaching Seminar (EDU 210 or 323) to complete the required Teacher Performance Assessments (TPA). SB 57 candidates

are not recommended by the college for a credential; they apply directly to the state. State guidelines and procedures governing SB 57 are available from the program advisors.

Option III: Supervised Teaching for Public School Interns

Public school interns enroll in supervised teaching to receive support from a college supervisor throughout their program. Two-year interns register for 3 units of supervised teaching (EDU 316D, 364D, 378D) each fall and spring semester for a total of 12 units over the course of their two-year program. One-year interns register for 6 units a semester (EDU 316C, 364C, 378C) for a total of 12 units. Multiple Subject interns must be teaching multiple subjects in a self-contained classroom in grades K-8. Single Subject interns must be teaching in a departmentalized setting in the subject area in which they are pursuing a credential, typically in grades 6 – 12. Education Specialist interns must be teaching in a Special Day Class, Full Inclusion Program or Resource Specialist Program for students with mild/moderate disabilities.

Professional Teaching Credential Programs

Multiple Subject and Single Subject Clear Teacher Credential Programs

There are several options for completion of the professional requirements for the Clear Multiple Subject and Single Subject Credentials. Students should see a program advisor to determine the most appropriate program for them to pursue. The Education Department has a California Commission on Teacher Credentialing (CCTC) approved program of study for the Multiple and Single Subject Clear Credential. The MSMC option for a

Clear credential is only available to candidates working in school settings that do not have a CCTC-approved induction program. This program requires the candidate to complete 4 semester units at Mount St. Mary's College. Application requirements include a preliminary California teaching credential and verification of employment as a full-time teacher and unavailability of a CCTC-approved induction program.

Graduate Level Seminars

EDU 225A	Assessment in Teacher Development	(1)
EDU 225B	Professional Investigation I	(1)
EDU 225C	Professional Investigation II	(1)
EDU 225D	Portfolio Development and Analysis (1) hybrid online	(1)

Additional courses are strongly recommended, but are not required

EDU 270B	Exceptional Learners: Supporting Educational Equity and Access	(2)
EDU 205	Technologies for Educators	(2)
EDU 289	English Learners: Supporting Educational Equity and Access	(2)
EDU 213B	Healthy Environments for Student Learning	(2)

Professional Education Specialist: Mild/Moderate Disabilities Credential Program

Students are eligible to begin the Professional Education Specialist program when they complete the Preliminary Education Specialist program and obtain a special education teaching position working with students with mild/moderate disabilities. This must be a full-time, permanent position. Teachers in day-to-day substitute or long-term substitute positions are not eligible for this program.

In the Professional Education Specialist program, students work with

a district support provider and a college advisor to develop a Professional Induction Plan that includes advanced coursework, professional experiences, and a one-year mentorship under an assigned support provider. The program is designed to meet the student's individual needs and professional development goals. The plan must be developed within the first 120 days of employment. Students may complete a Masters degree, a multiple or single subject credential, or non-college professional development activities as a part of their Professional Education Specialist program. The program, including 30 post-baccalaureate degree units, must be completed within five years of the issuance date of the preliminary credential. Application requirements include a preliminary Education Specialist: Mild/Moderate California teaching credential and verification of employment in an appropriate setting.

Core Special Education Requirements (10 units)

EDU 321	Professional Induction Planning Seminar	(0.5)
EDU 281	Advanced Issues in Assessment and Instruction of Students with Special Needs	(3)
EDU 282	Consultation and Collaboration for Students w/ Special Needs	(3)
EDU 283	Supportive Environments for Students with Behavioral and Emotional Needs (3)	(3)
EDU 322	Professional Educator Evaluation Seminar	(0.5)

Elective (3 units) or Non-University Option (45 hours)

Depending on their individual needs and professional goals, students may elect to complete their Professional Education Specialist Level II requirements by taking a

three-unit elective course or by completing 45 hours of approved professional development activities. Students who choose to take a three-unit elective are encouraged to select a course that will enable them to pursue a Multiple Subject Credential, Single Subject Credential, or Masters degree in conjunction with the Professional Clear coursework.

Additional Professional Clear Requirements (5 units)

EDU 205	Technologies for Teachers	(2)
EDU 213A	Health-Related Issues in Education and CPR	(1)
EDU 289	English Learners : Supporting Educational Equity and Access	(2)

Teacher Preparation Course Equivalency
Candidates who have had previous courses/experience which are equivalent to the Mount St. Mary's College teacher preparation requirements may petition through the program advisor to have such courses/experience accepted in lieu of the prescribed coursework for a teaching credential. Courses for which equivalency is granted must have been completed no more than seven years previous to the date of petition, with a grade of B- or better. Courses must have been taken for a letter grade. Narrative assessment will be considered. Pass/Fail or Credit/No Credit courses are not accepted for course equivalency. Appropriate equivalency petitions for extension courses will be approved for teacher credential application purposes but will not meet the requirements for transfer of credit for the Master of Science degree in Education. It is the student's responsibility to obtain, complete, and submit the required petition forms and supporting documents to the program advisor. The program advisor makes a recommendation in consultation with

the instructor who is responsible for the course for which the candidate is seeking equivalency. The department chair reviews this recommendation. No grades or unit credits are granted or indicated on the candidate's transcript as a result of this process. However, completion of the equivalency is indicated in the candidate's advisement file. No more than six units may be fulfilled in this manner to qualify for the Mount St. Mary's College recommendation for the credential. Equivalency petitions are considered after the student has been accepted into the credential program and prior to the last semester of the program. For guidelines refer to the transfer of credit policy on page 89 for the masters degree in the Academic Information section.

Preliminary Education Specialist: Deaf and Hard of Hearing Teacher Preparation Program (DHH)

A Preliminary Education Specialist credential program with Deaf and Hard of Hearing Authorization is also offered through our partnership with the John Tracy Clinic in Los Angeles. The Deaf and Hard of Hearing credential authorizes services for individuals birth through 22.

THE MSMC/JTC DHH Graduate Program offers a Professional Development School model where graduate students are immersed in the daily services offered to children and families at John Tracy Clinic in Los Angeles. The program is designed for teachers who want to specialize in Auditory-Verbal education, which focuses on listening and spoken language. There are two program of study options: 1) a one-year full time graduate student program at the JTC and MSMC campuses in Los Angeles, and 2) a two-year – Distance Learning:

Working Professionals program. The two-year option requires concurrent employment in a Listening and Spoken Language "Center of Excellence" as outlined in the Alexander Graham Bell Association's "Components of a Quality Auditory-Oral Program." The Distance Learning Program requires two summer residencies of four to five weeks each at the John Tracy Clinic in Los Angeles. For additional information, go to www.jtc.org and click on "Professional Education."

Coursework involves 46 units and 16 courses.

Experiences in classroom settings using listening and spoken language,

Practicum experiences in a Reggio Emilia preschool setting,

Participation in Auditory-Verbal therapy and inclusive educational settings,

Hands-on fieldwork with parents and their children with hearing loss (birth to age five) and,

Extensive experience with children who use cochlear implants.

ADMISSION REQUIREMENTS

Application Process

Application form

Application fee

Application essay

Official transcripts from all colleges attended.

Official examination score reports (see below)

Two letters of recommendation from academic sources

Interview

Documentation of negative TB status

Academic Requirements and Prerequisites

Bachelor's degree from accredited institution

GPA of 3.0 in undergraduate and graduate coursework

Fieldwork in educational settings, including with children with hearing loss

Admission Examinations**A. Graduate Record Examination (GRE)**

- Minimum score of 1000 (old GRE)
- 150 Verbal and 140 Quantitative (new GRE)
- Required for students without a master's degree

B. PRAXIS exam results (or other credential test for out-of-state candidates)**C. TOEFL for candidates for whom English is a second language**

- 237 Computer
- 580 Paper
- 83 Internet

Admission Examinations for Candidates Seeking California Credential:**A. Registration for the California Basic Educational Skills Test (CBEST) or CSET: Writing Skills Assessment.****B. Application for the California Certificate of Clearance****For Distance Learning Candidates:****C. Full-time employment in a listening and spoken language internship "Center of Excellence"****D. Internship agreement confirming**

district support requirements

The coursework is described as it would be taught in the one-year California Credential and Master's Program on-site. Each course is either a prerequisite or a co-requisite with each sequentially numbered course.

Summer (8 units)

EDU 233	DHH: Multiple Perspectives	(3)
EDU 234A	DHH: Auditory-Verbal Foundations	(2)
EDU 235A	DHH: Early Intervention Theory	(3)

Fall (18 units)

EDU 234B	DHH: Auditory-Verbal Principles	(3)
EDU 235B	DHH: Early Intervention Practicum	(3)
EDU 235C	DHH: Supporting Families	(3)
EDU 236A	DHH: Audiology--Diagnostics	(3)
EDU 237A	DHH: Language in Early Childhood	(3)
EDU 238A	DHH: Early Childhood Curricula	(3)

Spring (20 units)

EDU 200C	DHH: Research Methods	(3)
EDU 234C	DHH: Auditory-Verbal Practicum	(3)
EDU 236B	DHH: Audiology--Amplification	(3)
EDU 237B	DHH: Language in Learners 5-22	(3)
EDU 238B	DHH: Early Childhood Practicum	(2)
EDU 239A	DHH: Curricula for Learners 5-22	(3)
EDU 239B	DHH: Practicum with Learners 5-22	(3)

Grading Policies

All education program courses must be taken on a letter grade basis, except EDU 39, 100, 101, 102, 109/209A, 109/209B, the 296 and 297 series, the 225 series, and supervised teaching and supervised teaching seminars which are Credit/No Credit courses.

Undergraduate students must maintain an overall grade point average of 2.5. Failure to maintain the 2.5 GPA will place a student on probation. Refer to the College probation policy in the Academic Information section.

All students must maintain a GPA of

3.0 in education program courses, including prerequisites. If a student's GPA in education classes drops below 3.0 in any semester, the student is placed on probation for the next semester. If the student does not attain a GPA of a 3.0 in the program, including prerequisites, within two semesters on probation, the student will be disqualified from the program. Students may repeat education courses in which a grade of C- was earned to raise the GPA to 3.0. Recommendation for a teaching credential requires a 3.0 GPA in education program courses with no course grade below C-. The DHH program requires all course grades to be B- or above.

Course credit is not granted for a grade of D or F in an education course. A student may repeat the first course in which a grade of D or F is received. Receiving a second D or F, either in the repeated course or in another course in the program, results in disqualification from the program. For supervised teaching, students will be assigned credit (CR) for the experience if their performance in the Supervised Teaching course is evaluated as C quality or better. If a student's work is evaluated as work of below C quality, no credit (NC) will be awarded. Students receiving a grade of NC may petition to re-register for 6 to 12 units of supervised teaching. For the Clear, students will be assigned credit (CR) if their performance in the seminar is evaluated as C quality or better. If a student's work is evaluated as work of below C quality, no credit (NC) will be awarded. Students receiving a grade of NC may petition to re-register for the seminar in which the no credit (NC) was awarded.

Master of Science in Education

Master of Science in Education in Conjunction with a Preliminary Teacher Preparation Program

Programs leading to the degree of Master of Science in Education in conjunction with a preliminary teaching credential are available with the following areas of concentration:

Elementary Education

Secondary Education

Education Specialist: Mild/Moderate Disabilities

Required Coursework for candidates admitted prior to Spring 2012: (30 units)

	Required credential program coursework	(24)
EDU 200	Research Methods	(3)
EDU 296A	Masters Project Proposal Seminar	(2)
EDU 296B	Masters Project Seminar	(1)

Required Coursework for candidates admitted Spring 2012 and after: (30 units)

	Required credential program coursework	(25)
EDU 200A	Research Methods for Practitioners	(2)
EDU 296C	Case Study Inquiry & Report Seminar I	(1)
EDU 296D	Case Study Inquiry & Report Seminar II	(2)

Note: Preliminary Credential/Masters candidates can elect to take the EDU 200, 296A/296B sequence instead of the EDU 200A, 296C/D sequence if they wish to extend their program by one year and complete the Masters Project track in lieu of the Comprehensive Assessment track.

Master of Science in Education, Individually Designed Program in Conjunction with a Clear Credential Program

Private or eligible charter school teachers may pursue a Master of Science in Education in conjunction with a Clear Credential as an Individually Designed Program. Teachers with two or more years of teaching experience may want to complete the Clear requirements in conjunction with the Masters in Instructional Leadership. Up to six units of graduate credit may be transferred from another institution in place of electives.

Required Coursework: (30 units)

	Required credential program coursework	(4)
	Electives	(20)
EDU 200	Research Methods	(3)
EDU 296A	A Masters Project Proposal Seminar	(2)
EDU 296B	Masters Project Seminar	(1)

EDUCATION SPECIALIST: DEAF AND HARD OF HEARING

A master’s degree with an emphasis in deaf and hard of hearing is also offered through our partnership with the John Tracy Clinic in Los Angeles. The master’s degree with emphasis in deaf and hard of hearing provides birth to 22 credential preparation. The master’s degree is embedded in the deaf and hard of hearing credential program. Candidates use an action research inquiry based model to demonstrate their credential and master’s degree competency through two capstone projects.

Master of Science in Education, Instructional Leadership

This advanced masters degree program is designed for credentialed teachers with two or more years of experience who wish to obtain the skills and knowledge that will prepare them to assume leadership roles in curriculum and instruction.

Required Coursework: (30 units)

EDU 240	Curriculum Design and Evaluation	(3)
EDU 242	Creating Inclusive & Motivating Environments for All Students	(3)
EDU 241	Effective Practices for Coaching & Mentoring Teachers	(3)
EDU 243	Teacher Leadership in Professional Development	(3)
	Electives	(12)
EDU 200	Research Methods	(3)
EDU 296A	Masters Project Proposal Seminar	(2)
EDU 296B	Masters Project Seminar	(1)

Elective Options:

Students may take any graduate education courses to fulfill the elective requirements for the degree. They may also petition to transfer up to six units of graduate credit in place of electives. The following elective options are available for interested/eligible teachers:

- EDU 244A/B National Board Preparation Seminar (6)

This year long seminar coaches teachers through the National Boards Certification process

- EDU 245A/B Formative Assessment Induction portfolio Review (4)

Teachers may submit their year one and year two District Induction Portfolios for up to four units of graduate credit.

- EDU 246 Grant Writing for Classroom Resources (3)
- Experienced private school teachers may complete the Clear course requirements as Instructional Leadership electives (4)

Application Requirements

The same application requirements for a Teacher Preparation Program apply to the Master of Science in Education in conjunction with a Preliminary or Clear Teaching Credential. For the Instructional Leadership Program, candidates must also have two years of teaching experience, and be employed in an educational setting. Candidates apply through the Graduate Division. See Graduate Degree Admission Policies in the Academic Information section, for graduate application requirements.

Comprehensive Assessment Track

The Comprehensive Assessment Track is designed specifically for candidates concurrently enrolled in a Preliminary Credential/Masters program. This track allows candidates to demonstrate their abilities by reflecting on and making use of all skills learned throughout the Preliminary credential coursework in order to complete a specified set of course embedded Teacher Performance Assessment tasks specific to their concentration. Required courses include: EDU 200A and EDU 296C/D.

Candidates who are not able to complete their case study report during the semester in which they enrolled in EDU 296D may be allowed to take an incomplete grade for one semester without extensions if requirements are met. After that they will be required to enroll in a one-unit project continuation course (EDU 297A/B/C) for the subsequent semesters (excluding the summer session), until the project is complete. Once three project continuation courses are completed, no other options for completing the Masters degree are available. Satisfactory completion of the comprehensive assessment track requirements for degree completion is

indicated by a CR grade in EDU 296D, EDU 297A, EDU 297B, or EDU 297C.

Masters Project Track

The Masters Project is a classroom-based project designed to improve the candidate's teaching practice through the implementation of research-based practice. Qualitative and quantitative research methodologies are acceptable. An emphasis is placed on reflective, evidence-based practice. The project must be grounded in current research in education.

Required courses include: EDU 200 and EDU 296A/B.

All Instructional Leadership and Individual Designed Masters candidates complete the masters project. Preliminary credential candidates in the concurrent credential/masters program may choose to complete the masters project in lieu of completing the Comprehensive Track requirements.

Candidates are required to prepare and obtain approval of the masters project proposal before enrolling in EDU 296B, Masters Project Seminar. In order to remain registered for EDU 296B, students must receive credit (CR) for EDU 296A. Candidates who have completed the first three chapters of their project, collected and analyzed their data and presented their project findings at the Masters Sharing event will be permitted to walk in the graduation ceremony, but they will not receive their degree until all requirements, including the approval of the final project, have been met. Candidates who are not able to complete their project during the semester in which they enrolled in EDU 296B may be allowed to take an incomplete grade for one semester without extensions if requirements are met. After that they will be required to

enroll in a one-unit project continuation course (EDU 297A/B/C) for the subsequent semesters (excluding the summer session), until the project is complete. Once three project continuation courses are completed, no other options for completing the Masters degree are available. Satisfactory completion of the masters project requirements for degree completion is indicated by a CR grade in EDU 296B, EDU 297A, EDU 297B, or EDU 297C.

Certificate in Instructional Leadership
This program is designed for credentialed teachers with two or more years of experience who already hold a masters degree and wish to obtain the skills and knowledge that will prepare them to assume leadership roles in curriculum and instruction.

Required Coursework: (15 units)

EDU 240	Curriculum Design and Evaluation	(3)
EDU 242	Creating Inclusive & Motivating Environments for All Students	(3)
EDU 241	Effective Practices for Coaching & Mentoring Teachers	(3)
EDU 243	Teacher Leadership in Professional Development	(3)
	Electives	(3)
EDU 246	Grant Writing for Classroom Resources	(3)
	OR	
EDU 299	Special Topics in Education	(3)

Certificate in Inclusive and Responsive Teaching (CIRT)

Candidates enrolling in the Instructional Leadership (IL) or Individually Designed masters programs are eligible to concurrently earn the Certificate in Inclusive and Responsive Teaching (CIRT). This program must be completed concurrently with a masters program. Program completion requires 12 units

of electives from the following set of approved courses:

EDU 208B	Responsive Teaching for All Learners	(1.5)
EDU 242	Creating Inclusive & Motivating Environments for All Students	(3)
EDU 270B	Special Populations: Supporting Educational Equity and Access	(2)
EDU 272	Positive Behavior Supports for Students with Special Needs	(3)
EDU 278	Program Leadership for Education Specialists	(3)
EDU 279	Supporting Students with Neurological Disorders	(3)
EDU 251	Child & Adolescent Development & Learning Across Cultures	(3)
EDU 256	Language and Literacy: Elementary Curriculum	(3)
EDU 268	Content-based Reading Instruction and Content Area Modules	(4)

Education Courses

EDU 31 Introduction to Early Childhood Education: Profession and Programs (3)

A study of the history, scope, and current philosophies of programs for young children. Observations in a variety of local early childhood programs, and exploration of the education and licensing requirements for such programs. Ethical and value issues in working with children and their families, as well as the importance of becoming an advocate for upgrading the profession and improving the quality of children's services, are stressed.

EDU 32/132 Early Childhood Education: Observation and Curriculum Planning (3)

Introduction and use of alternative formats for recording observations of children. Use of observational data and portfolios to diagnose children's interests, developmental levels, and learning needs. Review of basic principles of child development and their application in the early childhood setting by means of observation and curriculum planning. Opportunities to create environments that enhance cultural pluralism. Includes opportunity for observation and participation in an early childhood setting.

Prerequisite: Departmental approval.

EDU 33/133 The Visual and Performing Arts for the Young Child (3)

A study of the visual arts (basic concepts, theories, and techniques); dance (basic concepts, and improvisations including philosophical and practical differences among the various disciplines of dance); music (singing, listening and improvisational activities); theatre arts (creative drama, role playing, improvisation and story enactment).

EDU 36/136 Emergent Math and Science Experiences in the Preschool Classroom (3)

An exploration of ways to enhance children's natural interest in mathematics and their disposition to use it to make sense of their physical and social worlds. Students will also learn to create preschool science programs based on the premise that young children develop science knowledge as they observe and act on the world, ask questions, make predictions, test those predictions, and reflect on their experience. Piaget's theory of cognitive development will be studied in detail.

EDU 37/137 Infant and Toddler Development and Care (3)

This course presents an in-depth study of infant and toddler development. The principles of infant and toddler care-giving with an emphasis on the environment and appropriate learning activities will be explored. Health, safety, nutrition, and parent relations will also be discussed. Observation of infants and toddlers and programs for them is required.

EDU 39 Supervised Field Work: Preschool (6)

Instruction of children in an early childhood setting under the direction of a master teacher. Conferences with teachers and supervisors accompany this work. Weekly seminars include methods of curriculum planning and child guidance, as well as content related to children's health, safety, and nutrition. *Prerequisite: Departmental approval. This course is taken for CR/NC.*

EDU 99 Special Studies (.5-3)

May be repeated for credit.

EDU 100 Introduction to Liberal Studies and the Concurrent Program of Undergraduate Teacher Preparation (1)

An introduction to the study of the liberal arts and sciences and to the concurrent program of teacher preparation. Students are introduced to the interrelationships among subject matter areas and to the essential connection between

subject matter preparation and pedagogy (methods of teaching and assessment of learning). Two program themes, diversity and technology, are introduced. Other topics include the philosophy of the liberal studies major, the goals of the concurrent program of teacher preparation and the *California Content Specifications*, which are included in the program of study. The MSMC Liberal Studies Portfolio and the California Subject Matter Examination for Teachers (CSET), as components of the final assessment of the major and subject matter preparation program, are introduced and explained. (Credit/No Credit)

EDU 101 Exploration of Liberal Studies (.5)

This seminar provides: (1) identification of a subject area of concentration as part of the Liberal Studies major and (2) a continuing focus on the program in relation to topics introduced in EDU 100. Students focus on: a) the relationship among the courses required for the major, b) the role of technology in society and of ethical issues surrounding the impact of technology on society, c) an understanding of the diverse ethnic, gender, cultural, and disability perspectives, and d) organization of knowledge in the major and the various teaching strategies experienced in the areas of study. *Prerequisite: Successful completion of EDU 100.* (Credit/No Credit)

EDU 102 Integrative Seminar in Liberal Studies (1)

Culminating course required to complete the liberal studies major. Students examine the relationships among the disciplines included in their program of study, synthesize major themes, and compare forms of inquiry. Requirements for the Liberal Studies Portfolio are reviewed and selected requirements discussed and submitted as class assignments. Credit for EDU 102 requires the submission of the the Liberal Studies Portfolio. Students successfully completing course requirements but not the Portfolio may be assigned an "In Progress" (IP) grade. The *California Subject Matter Examination for Teachers (CSET)* is reviewed as a program requirement. *Prerequisite: Successful completion of EDU 101.*

EDU 103 Hospital Child Life (3)

This course will introduce students to the components of a child life specialist career. It is taught by a Certified Child Life Specialist and meets the requirements of the Child Life Certifying Committee (CLCC) for students to be eligible to take the Child Life Certification

Exam (to be eligible to take exam, must have completed 10 courses in related subject, including this course.) This course includes the following areas of study: child life documents, scope of practice, impact of illness, injury and health care on patients and families, family-centered care, therapeutic play, preparation, and cultural perspectives. *Prerequisite: PSY 12.* (May be cross-listed with SOC 199)

EDU 106 School & Society (2)

The course explores major concepts and principles regarding the historical and contemporary purposes, roles and functions of formal education in American society. The course examines two primary areas: (1) the social and cultural conditions of K-12 schooling, especially as it relates to persistent inequalities in schools and the role of teachers in the creation of equitable classrooms; and (2) approaches to curriculum and the use of state adopted textbooks within content areas, their relationship with state standards, and the role of teachers in the adoption and use of textbooks in promoting a just and democratic society. (Often cross-listed with EDU 206)

EDU 107 Teaching English Learners (1.5)

This course is designed to provide general education and education specialists with a foundational background in applied linguistics as it relates to K-12 instruction with applications for reading instruction and language development for students with limited English proficiency and students with language learning disabilities. Topics to be covered include the structure of English, linguistic variation, language development in first- and second-language learners, disorders of language development, and implications for creating classroom environments that promote language development. (Often cross-listed with EDU 207)

EDU 108A Intro to Exceptional Learners (1.5)

In this introduction to the assessment and instruction of students who require a broader learning experience for success, candidates will become knowledgeable about available strategies and resources designed to assist the struggling student in demonstrating their ability to learn. Candidates will gain knowledge about the federal and state legal requirements for the students with special needs. Candidates will learn to use assessments, design curriculum and respond effectively by demonstrating differentiated teaching methods of intervention relative to the core academic curriculum. (Often cross-listed with EDU 208A)

EDU 108B Responsive Teaching for All Learners (1.5)

Candidates will learn to implement appropriate assessment and instructional methods for students who require a broader learning experience for success. Candidates will become knowledgeable about available strategies and resources designed to assist the struggling student in demonstrating their ability to learn. Candidates will gain knowledge about the federal and state legal requirements for the students with special needs. Candidates will learn to use assessments, design curriculum and respond effectively by demonstrating differentiated teaching methods of intervention relative to the core academic curriculum. (Often cross-listed with EDU 208B)

EDU 109A TPA Lab I (.5)

This lab provides an opportunity for candidates to apply best practices to planning for instruction and assessment of student learning. To better prepare new teachers, the credential programs have embedded a teaching performance assessment. The assessment is designed to give candidates the opportunity to develop, refine, and demonstrate their teaching knowledge, skills, and abilities. The lab will provide an overview of the California Teaching Performance Assessment (CalTPA) and support candidates through the completion and submission of the Subject-Specific Pedagogy (SSP) task. The CalTPA is aligned with the state-adopted content standards for students, as well as with state content frameworks, and the Teaching Performance Expectations (TPEs). (Often cross-listed with EDU 209A)
Prerequisite: EDU 150 or EDU 166.

EDU 109B TPA Lab II (.5)

This lab provides an opportunity for candidates to apply best practices to planning for instruction and differentiating the learning experiences to meet the needs of English learners and students with special needs. To better prepare new teachers, the credential programs have embedded a teaching performance assessment. The assessment is designed to give candidates the opportunity to develop, refine, and demonstrate their teaching knowledge, skills, and abilities. The lab will support candidates through the completion and submission of the CalTPA Designing Instruction (DI) task. (Often cross-listed with EDU 209B)
Prerequisite: EDU 109A.

EDU 110 Supervised Teaching Culminating Seminar

This course is the final seminar in the Elementary, Secondary, and Education Specialist Teacher Preparation Programs. Taken concurrently with the supervised teaching fieldwork, if required, it provides candidates with a culminating weekly forum for discussion, reflection, and goal setting toward developing professionalism as a teacher. Topics that address assessment, curriculum differentiation, the IEP process, effective use of technology, dealing with suspected child abuse, and continued development of professional ethics are geared toward creating a more supported academic learning environment, higher academic achievement, and to assist candidates with classroom management. Course activities will extend candidates' understanding of key concepts and principles in the California Standards for the Teaching Profession and allow candidates to demonstrate competence on the Teaching Performance Assessment. Elementary, secondary and special education students enroll in separate sections of EDU 110. Beginning Spring 2014, candidates will take EDU 110 (3 units) to satisfy requirements met in this course. (Often cross-listed with EDU 210)

EDU 112 Physical Education: Elementary Curriculum (1)

This course is designed to introduce elementary teacher preparation candidates to the California Physical Education Framework and specific teaching strategies for the development of students' motor skills, a healthy lifestyle, student knowledge of rules and strategies of games and sports, and student self-confidence and self-worth in relation to physical education and recreation.

EDU 116A Supervised Teaching: Pre-Service Elementary Fieldwork (6)

(Additional fieldwork fee of \$150) Fall or Spring at MSMC approved site.

EDU 116B Supervised Teaching: Pre-Service Elementary Fieldwork (6)

(Additional fieldwork fee of \$150) Fall or Spring at MSMC approved site.

Supervised teaching is designed as the culminating experience in the teacher preparation program and provides opportunities for the candidate to integrate and refine the many competencies acquired throughout the program. The goal of supervised teaching is to ensure that the candidate is prepared to assume the full-time responsibilities of a classroom. In

EDU 116A and EDU 116B/316B the student assumes the responsibilities of the classroom teacher and is under the direct supervision of an experienced and effective teacher and a college supervisor at MSMC selected sites (see Option I, in the Supervised Teaching on page 163 section). The supervised teaching involves two assignments, each spanning one-half of the semester in two schools, and at two grade levels (primary and intermediate). Students register for EDU 116A for the first assignment and for EDU 116B for the second assignment. Full-time teaching is required along with participation in the seminar (EDU 123 or EDU 110). The student must have access to daily transportation to the fieldwork site.

EDU 123 Supervised Teaching Culminating Seminar (2 units)

This course is the final seminar in the Teacher Preparation Program. Taken concurrently with the supervised teaching fieldwork, if required, it provides a culminating forum for discussion, reflection, and goal-setting toward developing professionalism as a teacher. Course activities will extend candidates' understanding of key concepts and principles in the California Standards for the Teaching Profession and allow candidates to demonstrate competence on the Teaching Performance Assessment. Elementary, secondary and special education students enroll in separate sections of EDU 123. The last semester this course will be offered will be Fall 2013. Beginning Spring 2014, candidates will take EDU 110 (3 units) to satisfy requirements met in this course. (Often cross-listed with EDU 323 or 210.)

EDU 138A Organization and Administration of Early Childhood Education Programs: Program Development and Curriculum (3)

Various program structures and curricula will be examined together with administrative styles relevant to the operation of early childhood education programs. Development and implementation of appropriate curricula will be stressed as will environmental planning. Course will partially fulfill administrative requirement for Child Development Director Permit.

EDU 138B Organization and Administration of Early Childhood Education Programs: Financial and Legal Aspects (3)

Examination of various funding and legal requirements in the operation of early childhood programs with special focus on budgeting, staffing, licensing and compliance with Federal and State requirements. Course will partially

fulfill administrative requirement for Child Development Director Permit.

EDU 138C Organization and Administration of Early Childhood Education Programs: Management of Non-Profit Programs (3)

This course will introduce non-business majors to managerial theories to lead non-profit organizations. The learning experience includes review of literature, class presentations and active sponsorship of service organizations. A service-learning project integrates theory with practice, requiring team cooperation, planning and accountability. (Also BUS 139, GER 138, PSY 128 and SOC 138)

EDU 150 Elementary Instruction: Theory and Practice (3)

This course is designed to provide growth in effective instructional and management methods within the context of a diverse society. It is the introductory professional preparation course for the Elementary Teacher Preparation Program. Using an interactive and collaborative format, teacher candidates will examine current theory and discuss and practice ways to create positive learning environments for all children, including those learning English. Candidates will learn to use a variety of teaching strategies that support multiple learning styles, different lesson plan formats, and to self-assess their teaching practice. Candidates will also examine their own life experiences and how they influence their teaching philosophy. Candidates will have an opportunity to expand their teaching and management skills through focused observations and participation in an MSMC Teacher Center classroom where the educators are familiar with current instructional theory and practice. If the candidate is already teaching, he/she will also learn ways to look more deeply at his/her own practices. Course meetings will model and utilize effective learning techniques as well as subject-specific pedagogy for teaching Physical Education and Health in relation to the California Content Standards and Frameworks. The course goal is to extend candidates' abilities to make decisions that are appropriate for a diverse student population where many are just learning English.

Note: On-site school observations require weekly visits of 1-2 hours during the instructional day, as well as travel time to and from the fieldwork site. Candidates must have access to transportation to the fieldwork site. (Starting Fall 2012 – Requires concurrent

enrollment with EDU 107 and EDU 108A) (Often cross-listed with EDU 250)

EDU 151 Typical and Atypical Child and Adolescent Development (1)

Candidates establish a basic understanding of the stages for human development ranging from prenatal through adulthood and the atypical factors that may influence or disrupt the learning stages throughout a lifetime. Numerous disabilities commonly seen in schools, social, cultural and personal influences are associated with the common consequences of atypical development. Candidates learn to effectively construct interventions for resiliency and redevelopment, for both the subject and their families. (Often cross-listed with EDU 251A)

EDU 152 Diversity and Schools (1.5)

This course is designed for teacher candidates to explore the role that culture plays and has played in our lives, classrooms, city and country. Students analyze the nature and manifestations of culture, the concepts of cultural contact, and the history of cultural diversity in the United States and California. The dynamics of prejudice are studied, and emphasis is placed on delineating curriculum and practices that honor, motivate, and empower all students. Examination of personal biases and identification of areas of deficient knowledge is encouraged. Use of the Los Angeles community as a powerful resource will be explored.

EDU 154 Mathematics and Science: Elementary Curriculum (3)

This course examines mathematics and science concepts and theories and their application in teaching. A major focus is on constructivist learning and inquiry and related instructional methods and assessment procedures. Concrete, manipulative materials critical to the learning of mathematics and science are used throughout the course. Emphasis is placed on both individual and group participation as well as differentiated instruction for a range of students from struggling to gifted. Note: Observation and participation in exemplary mathematics and science learning environments plus travel time is required. Candidates must have access to transportation to the fieldwork site. Prerequisite: EDU 150. (Often cross-listed with EDU 250)

EDU 155 Social Science and the Arts: Elementary Curriculum (3)

This course is a professional preparation course for the teaching of history-social science and

the visual and performing arts in elementary classrooms. Central to the course are the concepts and skills required for the effective planning and teaching of social studies and the arts in relation to the California Content Standards and Frameworks. Credential candidates' study will include recognizing the scope and sequence of curricula; the use of technology and community resources; and understanding the knowledge, skills, and values that can be gained through these disciplines. Candidates use backward design to create an original curriculum unit in which integration between the social sciences and the arts is a primary focus. Varied instructional strategies, multiple means of assessment, and support for all learners including those learning English will be addressed.

Note: Observation and participation in community instructional settings plus travel time is required. Candidates must have access to transportation to the fieldwork sites. Prerequisites: EDU 150 and official acceptance in the Elementary Teacher Preparation Program with a passing CBEST score. (Often cross-listed with EDU 255)

EDU 156 Language and Literacy: Elementary Curriculum (3)

This course focuses on the elements of language and literacy learning in the elementary grades and methods for teaching a comprehensive, balanced literacy program to the full range of learners, which includes, but is not limited to struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners.. Current theoretical and practical aspects of language arts curriculum and instruction will be learned.. These include systematic, explicit instruction and strategies for developing a comprehensive, balanced literacy program for native English speakers and English language learners; assessment skills necessary for helping individual students; and exploring appropriate materials. Methods and principles for developing proficient readers and writers and for analyzing students' strengths and areas of needed growth will be studied and practiced. Collaborative methods and inclusive practices will be implemented through a co-teaching model by Education Specialist and General Education faculty. Note: Fifteen hours of focused observations and participation (plus travel time) are required in an exemplary elementary school classroom during language arts instruction. Candidates must have access to transportation to the fieldwork site.

Prerequisites: ENG 102 and EDU 150 and official acceptance in the Elementary Teacher Preparation Program with a passing CBEST score. Starting in Fall 2012 the course also requires concurrent enrollment with EDU 108B and EDU 152. (Often cross-listed with EDU 256)

EDU 164A Supervised Teaching: Pre-Service Secondary Fieldwork (6)

Additional fieldwork fee of \$150) Fall or Spring at MSMC approved site.

EDU 164B Supervised Teaching: Pre-Service Secondary Fieldwork (6)

Additional fieldwork fee of \$150) Fall or Spring at MSMC approved site.

Supervised teaching is designed as the culminating experience in the teacher preparation program and provides opportunities for the candidate to integrate and refine the many competencies acquired throughout the program. The goal of supervised teaching is to ensure that the candidate is prepared to assume the full-time responsibilities of a classroom. In EDU 164A and EDU 164B the student assumes the responsibilities of the classroom teacher and is under the direct supervision of an experienced and effective teacher and a college supervisor (see Option I, Supervised Teaching section). The supervised teaching involves two assignments, each spanning one-half of the semester in two schools, and at two grade levels (middle school and high school). Students register for EDU 164A for the first assignment and for EDU 164B for the second assignment. Full-time teaching is required along with participation in the seminar (EDU 123 or EDU 110). The student must have access to daily transportation to the fieldwork site.

EDU 166 Principles of Secondary Education and Content Area Modules (4)

The Principles of Secondary Education course is the initial professional preparation course in the Secondary Teacher Preparation Program. This course provides opportunities to assess student development and to design and deliver instruction informed by contemporary learning theory and research, practical experience, and inquiry. The role of the teacher is examined as one who assists student performance, with special attention to the needs of adolescents, English learners, Special Needs students, and urban populations and settings. The course addresses numerous teaching strategies such as Socratic Method, Problem Based Learning, Cooperative Learning, and/or Literature Circles. Content Area Modules for each of the content

areas are integrated into this course. These modules address content-specific instructional and curricular strategies. Each candidate is enrolled in his/her specific content area module and works with a Content Area Coach, a current expert teacher in that discipline. The coursework and fieldwork include multiple, systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first and second languages, classroom organization, and participation by specialists and paraprofessionals. (Often cross-listed with EDU 266)

Note: Approximately 15 hours of fieldwork in the Content Area Coach's classroom is required. Candidates must have access to transportation to the fieldwork site.

EDU 167 Principles of Secondary Curriculum and Content Area Modules (4)

Principles of Secondary Curriculum is a continuation of EDU 166 and focuses on the teacher as curricular decision-maker and instructional designer. Candidates deepen their knowledge of assessment of student development, design and delivery of instruction, and educational equity. Candidates use backwards design to create longer connected learning sequences or units of instruction and develop performance assessments anchored in the California content standards for their discipline. Content Area Modules for each of the content areas are integrated into this course. These modules address content-specific instructional and curricular strategies. Each candidate is enrolled in his/her specific content area module and works with a Content Area Coach, a current expert teacher in that discipline. (Often cross-listed with EDU 267.)

Note: Approximately 15 hours of fieldwork in the Content Area Coach's classroom is required. Candidates must have access to transportation to the fieldwork site. Prerequisite:

EDU 166. For undergraduates, official acceptance in the Secondary Teacher Preparation Program with a passing CBEST score.

EDU 168 Content-Based Reading Instruction and Content Area Modules (3)

Content-Based Reading Instruction encompasses language and literacy development in secondary curricula and methods for enhancing that development with multiethnic, multilingual student populations.

The interwoven nature of speaking, reading, writing, and listening in content area instruction will be explored, with emphasis on the importance of content-based discourse in the development of disciplinary understanding and critical thinking. Course content includes instructional and assessment strategies for students learning English as well as those with special needs. Beginning Fall 2013, the course will be co-taught with an instructor from the Education Specialist credential program and will model strategies for having multiple professionals in the classroom. Content Area Modules for each of the content areas are integrated into this course. These modules address content-specific instructional and curricular strategies. Each candidate is enrolled in his/her specific content area module and works with a Content Area Coach, a current expert teacher in that discipline. (Often cross-listed with EDU 268)

Note: Approximately 15 hours of fieldwork in the Content Area Coach's classroom is required. Candidates must have access to transportation to the fieldwork site.

Prerequisites: ENG 102, EDU 166, and EDU 167.

EDU 170A Introduction to the Education of Exceptional Learners (1)

This course is designed to introduce teacher preparation candidates to the general educators' role and responsibilities in the education of exceptional learners in the general education classroom. Characteristics of students with disabilities and gifted and talented students are explored as candidates visit programs for exceptional learners. Candidates develop basic skills in the assessment of the learning and language abilities of exceptional learners and apply their knowledge of the state and federal laws pertaining to the education of students with disabilities during a class simulation of an Individualized Education Plan (IEP) meeting. Special attention is given to modifying instruction to meet the needs of exceptional learners. (Often cross-listed with EDU 270A)

Fulfills the California Commission on Teacher Credentialing Level I special education requirement for the Preliminary and Professional Clear Credential.

EDU 191 Child Development Internship (3)

Applied work enhancing student understanding of the principles of child development in community settings. Field work must involve ongoing interactions with children under age 13 and/or their parents. Options include child care,

infant/toddler, preschool, school age recreational, hospital child life, special education, resource and referral, and child guidance settings. *Prerequisite: PSY 113.*

EDU 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

EDU 199 A/B Special Studies (0.5-3; 0.5-3)

May be repeated for credit.

Prerequisite: Senior or graduate standing or consent of department.

EDU 200 Research Methods (3)

This course includes a study of the various approaches to educational research including historical, qualitative, and quantitative. It is intended to develop facility in reading research articles and applying knowledge gained through research to one's own teaching practice and to issues of importance in education. The goals of this course are to enable participants to: a) become an active participant in the community of professional educators, b) read and understand educational research and c) apply findings from educational research to their classroom/school administrator practice. Candidates prepare a review of the literature in an area of interest.

EDU 200A Research Methods for Practitioners (2)

This course includes a study of the various approaches to educational research including historical, qualitative, and quantitative. It is intended to develop facility in reading research articles and applying knowledge gained through research to one's own teaching practice and to issues of importance in education. The goals of this course are to enable participants to: a) become an active participant in the community of professional educators, b) read and understand educational research and c) apply findings from educational research to their classroom/school administrator practice.

EDU 200C Research Methods (3)

This course is an introduction to research methods with an emphasis on methods of reflective, practitioner-directed inquiry. The course includes a focus on action research aimed at improvement of professional practice in leadership and teaching. The course also surveys quantitative methods and logic in the social sciences to prepare professionals to access and critically consume traditional

research findings to support and extend their own inquiries. The political implications of traditional and practitioner driven research models are discussed. The course culminates in two capstone projects: 1) a research-supported explication of the student's personal pedagogy of practice, and 2) an action-research design project.

EDU 205 Applied Technologies for Educators (2)

This course is an advanced seminar in which teachers study the pedagogical implications of technology in education and gain practical experience in integrating technology into classroom instruction. In addition to applying common software (such as word processing, spreadsheets, database, and multi-media) to achieve educational objectives, students will be engaged in projects utilizing current technology, such as collaborative dialogue tools (email, discussion groups), internet research, electronic portfolios, and distance learning. Course assignments require application of principles in the teacher's current teaching context.

EDU 206 School & Society (2)

The course explores major concepts and principles regarding the historical and contemporary purposes, roles and functions of formal education in American society. The course examines two primary areas: (1) the social and cultural conditions of K-12 schooling, especially as it relates to persistent inequalities in schools and the role of teachers in the creation of equitable classrooms and (2) approaches to curriculum and the use of state adopted textbooks within content areas, their relationship with state standards, and the role of teachers in the adoption and use of textbooks in promoting a just and democratic society. (Often cross-listed with EDU 106)

EDU 207 Teaching English Learners (1.5)

This course is designed to provide general education and education specialists with a foundational background in applied linguistics as it relates to K-12 instruction with applications for reading instruction and language development for students with limited English proficiency and students with language learning disabilities. Topics to be covered include the structure of English, linguistic variation, language development in first- and second-language learners, disorders of language development, and implications for creating

classroom environments that promote language development. (Often cross-listed with EDU 107)

EDU 208A Intro to Exceptional Learners (1.5)

In this introduction to the assessment and instruction of students who require a broader learning experience for success, candidates will become knowledgeable about available strategies and resources designed to assist the struggling student in demonstrating their ability to learn. Candidates will gain knowledge about the federal and state legal requirements for the students with special needs. Candidates will learn to use assessments, design curriculum and respond effectively by demonstrating differentiated teaching methods of intervention relative to the core academic curriculum. (Often cross-listed with EDU 108A)

EDU 208B Responsive Teaching for All Learners (1.5)

Candidates will learn to implement appropriate assessment and instructional methods for students who require a broader learning experience for success. Candidates will become knowledgeable about available strategies and resources designed to assist the struggling student in demonstrating their ability to learn. Candidates will gain knowledge about the federal and state legal requirements for the students with special needs. Candidates will learn to use assessments, design curriculum and respond effectively by demonstrating differentiated teaching methods of intervention relative to the core academic curriculum. (Often cross-listed with EDU 108B)

EDU 209A TPA Lab I (.5)

This lab provides an opportunity for candidates to apply best practices to planning for instruction and assessment of student learning. To better prepare new teachers, the credential programs have embedded a teaching performance assessment. The assessment is designed to give candidates the opportunity to develop, refine, and demonstrate their teaching knowledge, skills, and abilities. The lab will provide an overview of the California Teaching Performance Assessment (CalTPA) and support candidates through the completion and submission of the Subject-Specific Pedagogy (SSP) task. The CalTPA is aligned with the state-adopted content standards for students, as well as with state content frameworks, and the Teaching Performance Expectations (TPEs). (Often cross-listed with EDU 109A)

Prerequisite: EDU 250 or EDU 266.

EDU 209B TPA Lab II (.5)

This lab provides an opportunity for candidates to apply best practices to planning for instruction and differentiating the learning experiences to meet the needs of English learners and students with special needs. To better prepare new teachers, the credential programs have embedded a teaching performance assessment. The assessment is designed to give candidates the opportunity to develop, refine, and demonstrate their teaching knowledge, skills, and abilities. The lab will support candidates through the completion and submission of the CalTPA Designing Instruction (DI) task. (Often cross-listed with EDU 109B)

Prerequisite: EDU 209A.

EDU 210 Supervised Teaching Culminating Seminar (3 units)

This course is the final seminar in the Elementary, Secondary, and Education Specialist Teacher Preparation Programs. Taken concurrently with the supervised teaching fieldwork, if required, it provides candidates with a culminating weekly forum for discussion, reflection, and goal setting toward developing professionalism as a teacher. Topics that address assessment, curriculum differentiation, the IEP process, effective use of technology, dealing with suspected child abuse, and continued development of professional ethics are geared toward creating a more supported academic learning environment, higher academic achievement, and to assist candidates with classroom management. Course activities will extend candidates' understanding of key concepts and principles in the California Standards for the Teaching Profession and allow candidates to demonstrate competence on the Teaching Performance Assessment. Elementary, secondary and special education students enroll in separate sections of EDU 210. Beginning Spring 2014, candidates will take EDU 210 (3 units) to satisfy requirements met in this course. (Often cross-listed with EDU 110)

EDU 210i Supervised Teaching Culminating Seminar (variable units, 3 units total over program)

This course section for interns, is the final seminar in the Elementary, Secondary, and Education Specialist Teacher Preparation Programs. Taken concurrently with the supervised teaching fieldwork, if required, it provides candidates with a culminating weekly forum for discussion, reflection, and goal

setting toward developing professionalism as a teacher. Topics that address assessment, curriculum differentiation, the IEP process, effective use of technology, dealing with suspected child abuse, and continued development of professional ethics are geared toward creating a more supported academic learning environment, higher academic achievement, and to assist candidates with classroom management. Course activities will extend candidates' understanding of key concepts and principles in the California Standards for the Teaching Profession and allow candidates to demonstrate competence on the Teaching Performance Assessment. Elementary, secondary and special education students enroll in separate sections of EDU 210i. Interns enroll in the seminar for a variable number of units during each semester of their program, equivalent to 3 units total overall. Beginning Spring 2014, candidates will take EDU 210i (3 units) to satisfy requirements met in this course. (Often cross-listed with EDU 110 and 210)

EDU 212 Physical Education: Elementary Curriculum (1)

This course is designed to introduce elementary teacher preparation candidates to the California Physical Education Framework and specific teaching strategies for the development of students' motor skills, a healthy lifestyle, student knowledge of rules and strategies of games and sports, and student self-confidence and self-worth in relation to physical education and recreation.

EDU 213A Health-Related Issues in Education (1)

The course addresses major laws, concepts and principles related to creating a supportive, healthy environment for K-12 student learning. Credential candidates will study the effects of student health and safety on learning, teachers' legal responsibilities, and how to access school and community resources to meet individual student needs. They will practice means for working constructively with students, families, and community members on health and safety issues.

EDU 213B Healthy Environments for Student Learning (2)

This advanced course addresses major concepts and principles related to creating a supportive, healthy environment for student learning. Teachers will investigate strategies for building a classroom climate of trust and respect where students can develop positive social skills. They

will practice means for working constructively with students, families, and community members to create safe school environments that respect the rights of all students. Course assignments require application of principles in the teacher's current teaching context.

EDU 225A Assessment in Teacher Development (1)

This professional clear course teaches candidates about the use of self-assessment to analyze their competencies, set professional goals, and create a development plan for growth as an educator. Teachers will conduct an investigation regarding their personal context for teaching, including information on student demographics and campus resources.

EDU 225B Professional Investigation (1)

This professional clear course assists candidates in conducting an inquiry project on a topic of their choice in order to advance their development as a teacher. Within this inquiry project, teachers will be required to describe and evaluate how they are addressing the needs of three focus students (an English Learner, a student with special needs, and a third student of their choice). (Additional Clear Portfolio Mid-Program Evaluation fee of \$50)

EDU 225C Professional Investigation II (1)

This professional clear course assists candidates in conducting an inquiry project on a topic of their choice in order to advance their development as a teacher. Within this inquiry project, teachers will be required to describe and evaluate how they are addressing the needs of three focus students (an English Learner, a student with special needs, and a third student of their choice). Hybrid online

EDU 225D Portfolio Development and Analysis (1)

This professional clear course teaches candidates about the use of professional development portfolios to evaluate the accomplishment of personal goals. Teachers will investigate the use of portfolios as evaluative tools and produce a culminating portfolio of their growth as professional educators. (Additional Clear Portfolio Final Evaluation fee of \$100. Hybrid online.

EDU 233 DHH: Multiple Perspectives (3)

This course provides an introduction to the education of children and youth with a hearing loss, ages birth to 22. It is designed to promote an understanding of the multiple perspectives in

deaf education. Topic areas include the history of deaf education, current research, issues, and trends (e.g., Universal Design for Learning Principles, Positive Behavioral Support, English Language Learners, Autism Spectrum Disorders, etc.), legal foundations (IDEA, ADA, etc.), professional resources and their application to today's child with a hearing loss.

EDU 234A DHH: Auditory-Verbal Foundations (2)

This course provides a foundation in the research basis for the auditory-verbal approach to working with children with hearing loss, beginning with the theory of the acoustic basis of speech perception. The student will demonstrate knowledge of the major anatomical structures responsible for speech production, determine what speech sounds are accessible by evaluating an audiogram using knowledge of speech acoustics, categorize phonemes, and transcribe speech using the International Phonetic Alphabet.

EDU 234B DHH: Auditory-Verbal Principles (3)

This course provides an introduction to theory and methods in developing and remediating speech and auditory skills in individuals with hearing loss, from birth to age 22. The student will be able to assess and teach speech production and speech perception, through knowledge of the acoustic basis for speech. Daniel Ling's auditory-verbal methods of teaching speech and audition form the basis for the theoretical concepts and practical strategies to develop listening and spoken language used in the course.

EDU 234C DHH: Auditory-Verbal Practicum (3)

This is an advanced course in auditory-verbal therapy, building on the theory and practice from the prerequisite courses, EDU 235A DHH: Auditory-Verbal Foundations, and EDU 235B DHH: Auditory-Verbal Principles. The goal of the course is to allow students to practice an auditory-verbal diagnostic teaching model with two or more children and their families over a

course of several sessions. Students administer assessments in phonetic and phonologic speech, receptive and expressive language, and auditory skills to children with hearing loss. From the assessments, students choose targets in each area, write lesson plans, choose appropriate materials and integrate goals in each area into a content-based theme, using literature as a core. Parent skills are also assessed to plan for parent participation, guidance and education in the lab, using adult learning theory principles and parent coaching models learned in previous courses.

EDU 235A DHH: Early Intervention Theory (3)

This course provides theory and practical application in early intervention for teachers of children with hearing loss, birth to three years old. Topics include theories of adult learning principles, parent coaching, family-centered early intervention strategies, typical and atypical infant-toddler development, a variety of appropriate assessments, strategies for guiding parents in natural settings, as well as center-based programs, coordination of services for children with additional challenges, including English Language learners and children with autism spectrum disorders, an understanding of participating in interdisciplinary teams, the ability to foster interagency collaborations, and skills to help families from diverse backgrounds. Students will demonstrate an understanding of the impact of a diagnosis of a very young child on the entire family. Students will demonstrate knowledgeable of current theory, practices and legal requirements (IDEA, IFSP, transition planning, etc.) to support families with infants and toddlers with hearing loss. This course also prepares students to participate in practicum activities in future coursework through observation in fieldwork hours.

EDU 235B DHH: Early Intervention Practicum (3)

This course serves as the practicum component to EDU 235A DHH: Early Intervention Theory, which is a prerequisite to this course.

Continuing with the theoretical discussions and observations of EDU 235A DHH: Early Intervention Theory, students gain hands-on experience assessing and teaching in both center-based and one-to-one settings with parents and infants and toddlers from diverse backgrounds, including English Language Learners. Students integrate, plan, and apply their learning from a variety of courses into direct, guided interactions with parents and their infants and toddlers. Children with multiple challenges, with different levels of hearing loss, children who are English Language Learners, and children who are using a variety of communication modes are included in the caseload of families who participate in this experience. Opportunities to work alongside and collaborate with experienced parent-infant teachers of the deaf, audiologists, psychologists, occupational and physical therapists, and child development specialists are provided. Students meet regularly as a group and individually with the instructor for follow-up and evaluation of their videotaped sessions.

EDU 235C DHH: Supporting Families (3)

Based on the theories and practice of psychologists Ken Moses and David Luterman, this course is designed to increase educators' knowledge about how to work with families who have a child with special needs, with emphasis on families who have a child with a hearing loss. Educators will demonstrate their knowledge and skills in supporting the grieving process through using specific counseling techniques. This course will include readings, class discussions, lectures, demonstrations, role plays, an ethnographic case study of a selected family; observation in parent support groups; parent guest speakers; parent mentors; students' written reflections about families' experiences; an understanding of the role of the teacher in perceiving and understanding these issues, working collaboratively with families and issues relating to diversity.

EDU 236A DHH: Audiology - Diagnostics (3)

This course will focus on development of an

understanding of audiology as it relates to the child with a hearing loss. An introduction of anatomy and physiology will be followed by information on behavioral hearing testing of infants and young children and interpretation of audiograms. The fundamentals of objective tests such as tympanometry, otoacoustic emissions and auditory brainstem testing will also be presented, with additional information on testing children with additional disabilities (ASD, etc.).

EDU 236B DHH: Audiology - Amplification (3)

This course focuses on the development of an understanding of amplification as it relates to the child with a hearing loss. Candidates become familiar with the fitting, use and care of hearing aids, cochlear implants, auditory brainstem implants, and assistive listening devices. Issues related to classroom acoustics and wide-area listening systems are also discussed.

EDU 237A DHH: Language in Early Childhood (3)

This course is designed to develop an understanding of the nature of language and how it develops in typically developing children and children with a hearing loss, ages birth to five years. The course explores the nature of language, what we understand about it, how the theoretical perspectives about language acquisition have changed over the years, and how these changes have influenced research and language programs for children with hearing loss. With this foundation, the course covers theories that address the development of language in typical children, including children learning two or more languages, the descriptive data that outlines language processes and growth in very young children and how young children with hearing loss can acquire language in a developmental manner.

EDU 237B DHH: Language in Learners 5-22 (3)

This course is an extension of EDU 237A DHH: Language in Early Childhood. The course examines and applies language development principles to school-age children

with an emphasis on children whose hearing loss is late identified, or who are delayed in the development of a language system. Issues related to cultural differences, bilingualism, assessment and planning as part of the IEP process, language acquisition in both special-day classroom and individual-therapy settings, transition into the mainstream and general education curriculum, outcomes related to sign language, cued speech, and the role of families will be discussed.

EDU 238A DHH: Early Childhood Curricula (3)

This course develops students' understanding of educational theories as a basis for creating learning environments that best meet the needs of preschool children, 3 to 5 years of age, including children with hearing loss. Students also develop an understanding of the service delivery system and various placements for preschool children with hearing loss.

EDU 238B DHH: Early Childhood Practicum (2)

This course is the practicum companion to EDU 238A DHH: Early Childhood Curricula. This practicum develops the student's standard-based knowledge, skills, and dispositions related to educational theories in creating learning environments that best meet the needs of preschool children, 3 to 5 years of age, including children with hearing loss. Candidates are responsible for creating and implementing early childhood curricular standards in the practicum setting based on the Reggio Emilia model of preschool education. The focus of the practicum experience is on curriculum, instructional planning, and delivery that addresses the individual needs of students with hearing loss and typical hearing in early childhood settings. Theory, practice, and research are integrated into activities designed to provide education specialists with multiple strategies for working with students, parents, paraeducators and ancillary professionals in early childhood settings. This course stresses the implementation of individual educational plans (IEPs). Seminar time assists the student to prepare lesson plans and activities to implement during the practicum.

EDU 239A DHH: Curricula for Learners 5-22 (3)

This course builds on students' knowledge of curriculum theories and strategies in the general education setting and their application to children and youth from diverse cultural and linguistic backgrounds who have hearing losses. Topics address learning theory and pedagogical knowledge for the purpose of helping children with hearing losses achieve standards in core areas of the curriculum, including language arts, mathematics, social studies and science. Transition planning and resources for older children/youth is discussed. The course will focus on ways of supporting parents, general education teachers, paraprofessionals and other team members, including how to use community resources and technology to promote the development of children's learning and thinking.

EDU 239B DHH: Practicum with Learners 5-22 (3)

This course is a practicum experience in teaching learners with hearing loss in school settings 5-22. The focus is on a sequence of observations, applications, and evaluations of various pedagogical approaches in a variety of settings with children with hearing loss. The student plans instruction for a class based on state-mandated content area standards. Theory, practice, and research are integrated into activities designed to provide DHH education specialists with a multiplicity of strategies and techniques for working with students, paraeducators, general educators and ancillary professionals across the spectrum of education options. This course stresses the implementation of individual educational plans, including differentiation of learning for English Language Learners and children with multiple challenges. Seminar time allows for guidance and reflection on the practicum experience.

EDU 240 Curriculum Design and Evaluation (3)

This course prepares teachers to take leadership roles in curriculum and program design. Using principles of *Understanding by Design*, teachers

will identify standards-based student outcomes and design curricula that will enable students to reach those academic goals. These curriculum design skills will be used to critically analyze and adapt existing curricula as well as design new curricula. Teachers will develop skills in formative and summative program evaluation to examine the effects of curriculum innovation on student performance and modify curricula based on those findings. Two years teaching experience

EDU 241 Effective Practices for Coaching and Mentoring Teachers (3)

This course introduces teacher leaders to the philosophy and practices of effective coaching and mentoring systems. It is designed to equip teacher leaders with the theoretical understanding and practical skills necessary to coach and/or mentor both beginning and experienced teachers. Teacher leaders will examine the teaching and learning philosophies of leading educators, psychologists and theorists in order to influence teachers' decision-making processes; enhance understanding of their own and others' educational philosophies; and understand how these theories affect both pedagogy and student learning. Teacher leaders will focus on increasing knowledge and skills in Cognitive Coaching to assist colleagues in developing a cycle of reflective practice and improving their pedagogy. *Prerequisite:* Two years teaching experience

EDU 242 Creating Inclusive and Motivating Classroom Environments for All Students (3)

This course focuses on enhancing teachers' abilities to engage a diverse body of students, including those often described as reluctant learners, marginalized, or at risk of failure within our school system. Teachers will develop their capacity to increase student motivation through an examination of various theories linked to practical applications. For example, using principles of critical pedagogy, teachers will link curriculum to issues students face in their daily lives. Strategies learned will include those aimed at helping students build self-determination as they take responsibility for and think critically about their learning. Teachers will hone their pedagogy to enhance teacher-student relationships, maximize learning opportunities through cooperative and collaborative learning, differentiate instruction, and create an environment where all students can be successful.

EDU 243 Teacher Leadership in Professional Development (3)

Teacher leaders are often asked to develop professional development activities in their areas of expertise. This course will provide a foundation in the design of professional development programs and effective pedagogy for adult learners. Teachers will conduct a needs assessment to determine the professional development needs for their school in a particular area, design and implement a professional development program to address these needs, and evaluate the effects of the program on teaching skills and student outcomes. In addition, teachers will develop their presentation and publication skills. *Prerequisite:* Two years teaching experience

EDU 244A/B National Boards Preparation Seminar (2-1)

Taught by a National Board certified teacher, this two-semester seminar will guide teachers through the preparation for the completion of the portfolio and assessment requirements for National Board certification in their discipline area. *Prerequisite:* Preliminary Teaching Credential and two years of teaching experience

EDU 245A/B Formative Assessment Induction Portfolio Review (2-24)

Teachers participating in an Induction Program may submit their formative assessment induction portfolio for review for up to four graduate credit units. The portfolio is reviewed for credit according to an evaluation rubric available from the Education Department. The portfolio may be submitted for evaluation up to one year after completion of an induction program. An evaluation fee of \$150 is charged. *Prerequisite:* Acceptance in the Clear Teacher Preparation Program and participation in an approved Induction Program.

EDU 246 Grant Writing for Classroom Resources (3)

Grant writing is often the only way to obtain much needed resources for classrooms, especially when implementing innovative curricula and programs. In this course, teachers will learn how to identify grant opportunities, design a project with defined student outcomes that meet the grant specifications, develop a budget, monitor grant implementation, and write a final grant report.

EDU 250 Elementary Instruction: Theory and Practice (3)

This course is designed to provide growth in effective instructional and management methods within the context of a diverse society. It is the introductory professional preparation course for the Elementary Teacher Preparation Program. Using an interactive and collaborative format, teacher candidates will examine current theory and discuss and practice ways to create positive learning environments for all children, including those learning English. Candidates will learn to use a variety of teaching strategies that support multiple learning styles, different lesson plan formats, and to self-assess their teaching practice. Candidates will also examine their own life experiences and how they influence their teaching philosophy. Candidates will have an opportunity to expand their teaching and management skills through focused observations and participation in an MSMC Teacher Center classroom where the educators are familiar with current instructional theory and practice. If the candidate is already teaching, he/she will also learn ways to look more deeply at his/her own practices. Course meetings will model and utilize effective learning techniques as well as subject-specific pedagogy for teaching Physical Education and Health in relation to the California Content Standards and Frameworks. The course goal is to extend candidates' abilities to make decisions that are appropriate for a diverse student population where many are just learning English.

Note: On-site school observations require weekly visits of 1-2 hours during the instructional day, as well as travel time to and from the fieldwork site. Candidates must have access to transportation to the fieldwork site. (Starting Fall 2012 – Requires concurrent enrollment with EDU 207 and EDU 208A) (Often cross-listed with EDU 150)

EDU 251 Child and Adolescent Development and Learning Across Cultures (3)

Analyzes learning for both typical and atypical development in children across cultures and explores the complementary and interdependent relationships of biology and culture. Historical and global comparisons will be made to contemporary Angelino children as well as to the educator's personal experience. Emphasis is placed on developing a personal philosophy of how we, as a society and as individuals, can work to give children healthy foundations that support growth and learning. The course addresses major laws, concepts and principles

as they are associated to creating a supportive, healthy environment for students who may or may not experience a disability. Credential candidates study the intrinsic and extrinsic effects of student health and safety when learning how to access school and community resources in order to constructively meet the legal and individual needs of a student, their families and their community.

Note: This course will begin to include the focus on atypical development and learning in Spring 2013.

EDU 251A Typical and Atypical Child and Adolescent Development (1)

Candidates establish a basic understanding of the stages for human development ranging from prenatal through adulthood and the atypical factors that may influence or disrupt the learning stages throughout a lifetime. Numerous disabilities commonly seen in schools, social, cultural and personal influences are associated with the common consequences of atypical development. Candidates learn to effectively construct interventions for resiliency and redevelopment, for both the subject and their families. (Often cross-listed with EDU 151)

EDU 252 Diversity and Schools (3)

(Beginning Spring 2013, unit value will be 1.5)

This course is designed for teacher candidates to explore the role that culture plays and has played in our lives, classrooms, city and country. Students analyze the nature and manifestations of culture, the concepts of cultural contact, and the history of cultural diversity in the United States and California. The dynamics of prejudice are studied, and emphasis is placed on delineating curriculum and practices that honor, motivate, and empower all students. Examination of personal biases and identification of areas of deficient knowledge is encouraged. Use of the Los Angeles community as a powerful resource will be explored.

EDU 253 Language Competence and Education (3)

This course is designed to provide general and special educators with a foundational background in applied linguistics as it relates to K-12 instruction with applications for students with limited English proficiency and students with language learning disabilities. Topics to be covered include the structure of English; linguistic variation; language development in first- and second-language learners; disorders of language development, and implications for

creating classroom environments that promote language development.

EDU 254 Mathematics and Science: Elementary Curriculum (3)

This course examines mathematics and science concepts and theories and their application in teaching. A major focus is on constructivist learning and inquiry and related instructional methods and assessment procedures. Concrete, manipulative materials critical to the learning of mathematics and science are used throughout the course. Emphasis is placed on both individual and group participation as well as differentiated instruction for a range of students from struggling to gifted. *Note: Observation and participation in exemplary mathematics and science learning environments plus travel time is required. Candidates must have access to transportation to the fieldwork site. Prerequisite: EDU 250 (Often cross-listed with EDU 154)*

EDU 255 Social Science and the Arts: Elementary Curriculum (3)

This course is a professional preparation course for the teaching of history-social science and the visual and performing arts in elementary classrooms. Central to the course are the concepts and skills required for the effective planning and teaching of social studies and the arts in relation to the California Content Standards and Frameworks. Credential candidates' study will include recognizing the scope and sequence of curricula; the use of technology and community resources; and understanding the knowledge, skills, and values that can be gained through these disciplines. Candidates use backward design to create an original curriculum unit in which integration between the social sciences and the arts is a primary focus. Varied instructional strategies, multiple means of assessment, and support for all learners including those learning English will be addressed.

Note: Observation and participation in community instructional settings plus travel time is required. Candidates must have access to transportation to the fieldwork sites. Prerequisites: EDU 250. (Often cross-listed with EDU 155)

EDU 256 Language and Literacy: Elementary Curriculum (3)

This course focuses on the elements of language and literacy learning in the elementary grades and methods for teaching a comprehensive, balanced literacy program to the full range of learners, which includes, but is not limited to

struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners.. Current theoretical and practical aspects of language arts curriculum and instruction will be learned. These include systematic, explicit instruction and strategies for developing a comprehensive, balanced literacy program for native English speakers and English language learners; assessment skills necessary for helping individual students; and exploring appropriate materials. Methods and principles for developing proficient readers and writers and for analyzing students' strengths and areas of needed growth will be studied and practiced. Collaborative methods and inclusive practices will be implemented through a coteaching model by Education Specialist and General Education faculty. *Note: Fifteen hours of focused observations and participation (plus travel time) are required in an exemplary elementary school classroom during language arts instruction. Candidates must have access to transportation to the fieldwork site. Prerequisites: EDU 207 or 253 and EDU 250. Starting in Fall 2012 the course also requires concurrent enrollment with EDU 208B and EDU 252.*

EDU 266 Principles of Secondary Education and Content Area Modules (4)

The Principles of Secondary Education course is the initial professional preparation course in the Secondary Teacher Preparation Program. This course provides opportunities to assess student development and to design and deliver instruction informed by contemporary learning theory and research, practical experience, and inquiry. The role of the teacher is examined as one who assists student performance, with special attention to the needs of adolescents, English learners, Special Needs students, and urban populations and settings. The course addresses numerous teaching strategies such as Socratic Method, Problem Based Learning, Cooperative Learning, and/or Literature Circles. Content Area Modules for each of the content areas are integrated into this course. These modules address content-specific instructional and curricular strategies. Each candidate is enrolled in his/her specific content area module and works with a Content Area Coach, a current expert teacher in that discipline. The coursework and fieldwork include multiple, systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first and second

languages, classroom organization, and participation by specialists and paraprofessionals. (Often cross-listed with EDU 166)

Note: Approximately 15 hours of fieldwork in the Content Area Coach's classroom is required. Candidates must have access to transportation to the fieldwork site.

EDU 267 Principles of Secondary Curriculum and Content Area Modules (4)

Principles of Secondary Curriculum is a continuation of EDU 266 and focuses on the teacher as curricular decision-maker and instructional designer. Candidates deepen their knowledge of assessment of student development, design and delivery of instruction, and educational equity. Candidates use backwards design to create longer connected learning sequence or units of instruction and develop performance assessments anchored in the California content standards for their discipline. Content Area Modules for each of the content areas are integrated into this course. These modules address content-specific instructional and curricular strategies. Each candidate is enrolled in his/her specific content area module and works with a Content Area Coach, a current expert teacher in that discipline. (Often cross-listed with EDU 167)

Note: Approximately 15 hours of fieldwork in the Content Area Coach's classroom is required. Candidates must have access to transportation to the fieldwork site. Prerequisite: EDU 266

EDU 268 Content-Based Reading Instruction and Content Area Modules (4)

Content-Based Reading Instruction encompasses language and literacy development in secondary curricula and methods for enhancing that development with multiethnic, multilingual student populations. The interwoven nature of speaking, reading, writing, and listening in content area instruction will be explored, with emphasis on the importance of content-based discourse in the development of disciplinary understanding and critical thinking. Course content includes instructional and assessment strategies for students learning English as well as those with special needs. Beginning Fall 2013, the course will be co-taught with an instructor from the Education Specialist credential program and will model strategies for having multiple professionals in the classroom. Content Area Modules for each of the content areas are

integrated into this course. These modules address content-specific instructional and curricular strategies.

Each candidate is enrolled in his/her specific content area module and works with a Content Area Coach, a current expert teacher in that discipline. (Often cross-listed with EDU 268)

Note: Approximately 15 hours of fieldwork in the Content Area Coach's classroom is required. Candidates must have access to transportation to the fieldwork site.

Prerequisites: EDU 207,, EDU 266, and EDU 267.

EDU 270A Introduction to the Education of Exceptional Learners (1)

This course is designed to introduce teacher preparation candidates to the general educators' role and responsibilities in the education of exceptional learners in the general education classroom. Characteristics of students with disabilities and gifted and talented students are explored as candidates visit programs for exceptional learners. Candidates develop basic skills in the assessment of the learning and language abilities of exceptional learners and apply their knowledge of the state and federal laws pertaining to the education of students with disabilities during a class simulation of an Individualized Education Plan (IEP) meeting. Special attention is given to modifying instruction to meet the needs of exceptional learners. (Often cross-listed with EDU 170A) Fulfills the California Commission on Teacher Credentialing Level I special education requirement for the Preliminary and Professional Clear Credential.

EDU 270B Special Populations: Supporting Educational Equity and Access (2)

This course reviews the historical and philosophical significance of special education and the education of gifted and talented students and effective practices for meeting these students needs in a general education environment. The legal and administrative framework for the education of exceptional learners in California is addressed with an emphasis on the policies and procedures in the candidate's school district for identifying and providing services for these students. Coursework will emphasize the development of positive, inclusive classrooms with differentiated instruction designed to enable all students to achieve at high performance levels. All course requirements will be applied in the teacher's current teaching assignment.

EDU 270C Foundations for the Education of Exceptional Learners (3)

This course is designed as a pre-service course for special education candidates, in particular, interns. The legal and administrative framework for the education of exceptional learners in California is addressed with an emphasis on the policies and procedures for identifying and providing services for these students. Coursework will emphasize the development of positive, inclusive classrooms with differentiated instruction designed to enable all students to achieve at high performance levels. In coursework and accompanying fieldwork, candidates will be introduced to the practical skills they will need to establish and manage a classroom learning environment for students with mild/moderate disabilities. Candidates will learn foundational skills for classroom management skills, conducting classroom assessments of student learning needs, and designing instructional programs that meet student needs and are grounded in the California curriculum standards. Candidates will be introduced to the processes and procedures for development of an Individualized Instruction Plan and the support services that are available for students with special needs.

EDU 271 Assessment of Students with Special Needs (3)

Candidates learn the principles and methods of assessing students with disabilities and how the use of statistical data is applied to the legal and educational structures for eligibility of service, and the program planning and progress monitoring of student performance. Best practices and interventions are derived from formal and informal measurement results that account for various language/cultural, communication and cognitive abilities. Individual and group assessment results are processed and reported for data analysis and service design.

EDU 272 Positive Behavior Supports for Students with Special Needs (3)

Candidates learn to apply implicit and explicit structures that create a positive classroom environment and constructive learning experiences for students requiring specific behavioral supports. The topics examined include the administration of legal and ethical processes and proactive interventions of social justice to address the construct of behavioral, emotional and social functions for the

individual and the community. (This course is required for the ED and ASD Authorization)

EDU 275 Literacy Instruction for Struggling Readers and Writers (3)

This course is designed to meet the competencies required for language arts instruction for the Education Specialist: Mild/Moderate Disabilities Credential and to prepare general educators to meet the language arts instructional needs of general education students who experience literacy development problems. Assessment and instructional strategies drawn from diverse perspectives (e.g., behavioral, cognitive, social-interaction) are presented and examined relative to their effectiveness. Reading and writing difficulties are examined across the K-12 continuum. Emphasis is on application of literacy assessment and instructional strategies in actual teaching settings with students experiencing reading delays.

Fieldwork Requirements: 10 hours assessing and instructing a K-12 student experiencing significant reading delay. Candidates must have access to transportation to the fieldwork site.

EDU 276 Content Area Instruction for Students with Special Needs (3)

In this course the candidate draws upon the knowledge and skills requisite for effective content area instruction in the general education classroom with necessary adaptations to make the curriculum accessible to students with special needs. Emphasis is placed on the creation of curriculum units that incorporate learning strategies approaches for instruction of students with mild/moderate disabilities and instructional modifications for students with limited English proficiency and students with below grade level literacy skills. Content area instruction in math, science and social studies for students with mild to moderate disabilities in grades four through twelve is addressed.

Fieldwork requirements: Ten hours in a special education setting for students with mild/moderate disabilities at the intermediate to high school levels. Candidates must have access to transportation to the fieldwork site.

EDU 278 Program Leadership for Education Specialists (3)

Candidates will gain the comprehensive skills for program caseload management, curriculum planning and implementation, student transitions, promotion of advocacy, team coordination, family/community involvement, and professional training. Advanced level problem solving and program leadership is

conceptualized through the practices of collaborative partnerships for: responsive teaching instruction, theory based intervention strategies, and the constructs of inclusion.

EDU 279 Supporting Students with Neurological Disorders (3)

Advanced level educators design and implement an educational program for students identified within the paradigm of neurodevelopment or genetic disorders. Candidates learn to address the unique needs associated with motor abilities, sensory integration, cognitive processing, communications skills, behavior, and academic/social performance. Candidates gain the skills to supplement and coordinate the learning and functioning environments for student impairments and delays. (This course is required for the ASD Authorization.)

EDU 281 Advanced Issues in Assessment & Instruction of Students with Special Needs (3)

In this advanced course, candidates acquire knowledge and skills to appropriately assess and instruct students with Mild/Moderate Disabilities. Course content includes selecting and administering a variety of formal and informal assessment procedures in order to be able to teach, adapt and integrate curriculum appropriate to the educational needs of students. *Prerequisite:* Preliminary Level I Education Specialist: Mild/Moderate Disabilities Credential

EDU 282 Consultation and Collaboration for Students with Special Needs (3)

This course will provide opportunities for candidates to develop skills in communication, collaboration and consultation with teachers and other school personnel, community professionals and parents. A specific area of emphasis will be on the communication of relevant social, academic, and behavioral information in the areas of assessment, curriculum behavior management, social adjustment and legal requirements. At the completion of the course, candidates will be prepared to coordinate the process involved in special education placements. *Prerequisite:* Preliminary teaching credential.

EDU 283 Supportive Environments for Students with Behavioral and Emotional Needs (3)

In this advanced course, candidates develop systems for academic and social skills instruction for students with complex behavioral and emotional needs including

attention disorders, conduct disorders, depression and suicidal behavior, psychotic behavior, anxiety and related disorders, and delinquency and substance abuse. Course content includes advanced study of behavioral supports, social skills instruction, crisis management, and positive learning environments. Collaborative work with other professionals and community agencies is emphasized in the development of comprehensive support programs for these students.

Prerequisite: Preliminary teaching credential and EDU 272.

EDU 289 English Learners: Supporting Educational Equity and Access (2)

This advanced course for teachers focuses on the delivery of specialized instruction for English learners to support equity in access to the core curriculum. Teachers will become knowledgeable about instructional programs, school organizational structures, and resources designed to meet the needs of English learners, particularly those in their own district. They will develop skills in designing, implementing and evaluating instructional programs to support English language development and access to the core academic curriculum for English learners. Teachers will use assessments of English learners, such as the California English Language Development Test, to diagnose students' language abilities relative to the core academic curriculum and plan appropriate instruction. Course assignments require application of principles in the teacher's current teaching context.

EDU 295 Independent Study (1-3)

A student-designed course of study. See Guidelines for Independent Study. Student must complete an Independent Study Approval and Application Form.

EDU 296A Masters Project Proposal (2 units)

Students work with their project advisor in this course to design a proposal for an action research project to be completed in their classroom. The masters project provides an opportunity for the candidate to develop competency in researching an issue relevant to their teaching practice, designing and implementing a project focused on this issue that will improve their practice, and preparing and presenting a report of the research findings. *Prerequisite:* EDU 200 (concurrent accepted), official score report with a passing score on all

subtests of the required CSET subject matter examination.

EDU 296B Masters Project (1 unit)

Candidates work with their project advisor in this course to implement their masters project proposal and write the final project report. Prerequisite: EDU 200 and satisfactory completion of EDU 296A as evidenced by an approved masters project proposal.

EDU 296C Case Study Inquiry & Report Seminar I (1 unit)

Candidates work with the instructor in this course to create and conduct a case study that builds upon the foundational knowledge and skills regarding responsive teaching learned in program coursework. This provides candidates the opportunity to collect data on their project and evaluate the results, discussing implications for their future teaching. The Case Study Inquiry & Report provides an opportunity for candidates to develop competency in researching an issue relevant to their teaching practice, designing and implementing a case study project focused on this issue that will improve their practice, and preparing and presenting a report of the research findings.

EDU 296D Case Study Inquiry & Report Seminar II (2 units)

Students will continue to work with the instructor in this course to complete the analysis and reflection phase of the Case Study Inquiry & Report. Upon completion of the Case Study Report, students will share their results in a formal Masters Sharing Poster Presentation at the end of the semester.

EDU 297A,B,C Thesis/Project Continuation (1,1,1)

Continuation of Master's Project or Thesis under the direction of the faculty advisor.

EDU 299 Special Studies in Education (3)

Courses on special topics in education. May be repeated for credit.

EDU 316A Supervised Teaching: Pre-Service Elementary Fieldwork (6)

(Additional fieldwork fee of \$150) Fall or Spring at MSMC approved site.

EDU 316B Supervised Teaching: Pre-Service Elementary Fieldwork (6)

Additional fieldwork fee of \$150) Fall or Spring at MSMC approved site.

Supervised teaching is designed as the culminating experience in the teacher preparation program and provides opportunities

for the candidate to integrate and refine the many competencies acquired throughout the program. The goal of supervised teaching is to ensure that the candidate is prepared to assume the full-time responsibilities of a classroom. In EDU 316A and EDU 316B the student assumes the responsibilities of the classroom teacher and is under the direct supervision of an experienced and effective teacher and a college supervisor at MSMC selected sites (see Option I, in the Supervised Teaching section). The supervised teaching involves two assignments, each spanning one-half of the semester in two schools, and at two grade levels (primary and intermediate). Students register for EDU 316A for the first assignment and for EDU 316B for the second assignment. Full-time teaching is required along with participation in the seminar (EDU 323 or EDU 210). The student must have access to daily transportation to the fieldwork site.

EDU 316C Supervised Teaching: In-Service Elementary Fieldwork (6)

Fall or Spring in candidate's own classroom.

In EDU 316C, In-service teachers (private school or one-year interns) are supervised in their own classrooms over one or two semesters (6 units per semester) by an on-site supervisor and a college supervisor (see Option II, in the Supervised Teaching section). Full-time teaching is required along with participation in the seminar (EDU 323 or 210). In-service teachers who are not eligible to waive six units of supervised teaching may repeat EDU 316C one time for a total of 12 units of credit.

EDU 316D Supervised Teaching: Intern Elementary Fieldwork (3)

Fall or Spring in candidate's own classroom.

Two-year elementary interns enroll in EDU 316D for three units each fall and spring semester of their program. Interns teach in their own classrooms and are supervised by an on-site supervisor and a college supervisor (see Option III, in the Supervised Teaching section.). Full-time teaching is required along with participation in the intern seminar (EDU 323i). Interns can repeat EDU 316D four times for a total of 12 units of credit. (Intern Support Fee of \$100 beginning Fall 2013 replaces EDU 323i requirement.)

EDU 321 Professional Induction Planning Seminar (.5)

Candidates for the Professional Level II Education Specialist credential are required to take this course at the beginning of their Level II program. During this individualized seminar, the candidate develops a Professional Induction Plan with an assigned district support provider and a college advisor.

EDU 322 Professional Induction Evaluation Seminar (.5)

This seminar is the culminating experience for the Professional Education Specialist credential program. Students reevaluate their professional competency to assess and teach culturally diverse students with learning and behavior problems. They compile a Professional Educator Portfolio, which includes artifacts documenting their professional competence and a plan for their continuing professional growth. The district support provider and the college advisor continue to support the student in this process.

EDU 323 Supervised Teaching Culminating Seminar (2 units)

This course is the final seminar in the Teacher Preparation Program. Taken concurrently with the supervised teaching fieldwork, if required, it provides a culminating forum for discussion, reflection, and goal-setting toward developing professionalism as a teacher. Course activities will extend candidates' understanding of key concepts and principles in the California Standards for the Teaching Profession and allow candidates to demonstrate competence on the Teaching Performance Assessment. Elementary, secondary and special education students enroll in separate sections of EDU 323. The last semester this course will be offered will be Fall 2013. Beginning Spring 2014, candidates will take EDU 210 (3 units) to satisfy requirements met in this course. (Often cross-listed with EDU 123 or 110)

EDU 323i Supervised Teaching Culminating Seminar (0.5-1)

This course section for Interns is the final seminar in the Teacher Preparation Program. Taken concurrently with the supervised teaching fieldwork, if required, it provides a culminating forum for discussion, reflection, and goal-setting toward developing professionalism as a teacher. Course activities will extend candidates' understanding of key concepts and principles in the California Standards for the Teaching Profession and allow candidates to demonstrate competence on

the Teaching Performance Assessment. Elementary, secondary and special education students enroll in separate sections of EDU 323. Interns enroll in the seminar for 0.5 (two-year interns) or 1 (one-year interns) unit during each semester of their program. The last semester this course will be offered will be Fall 2013. Beginning Spring 2014, candidates will take EDU 210 (3 units) to satisfy requirements met in this course. (Often cross-listed with EDU 123/323 or EDU 110/210)

EDU 364A Supervised Teaching: Pre-Service Secondary Fieldwork (6)

Additional fieldwork fee of \$150) Fall or Spring at MSMC approved site.

EDU 364B Supervised Teaching: Pre-Service Secondary Fieldwork (6)

Additional fieldwork fee of \$150) Fall or Spring at MSMC approved site.

Supervised teaching is designed as the culminating experience in the teacher preparation program and provides opportunities for the candidate to integrate and refine the many competencies acquired throughout the program. The goal of supervised teaching is to ensure that the candidate is prepared to assume the full-time responsibilities of a classroom. In EDU 364A and EDU 364B the student assumes the responsibilities of the classroom teacher and is under the direct supervision of an experienced and effective teacher and a college supervisor (see Option I, Supervised Teaching section). The supervised teaching involves two assignments, each spanning one-half of the semester in two schools, and at two grade levels (middle school and high school). Students register for EDU364A for the first assignment and for EDU 364B for the second assignment. Full-time teaching is required along with participation in the seminar (EDU 323 or EDU 210). The student must have access to daily transportation to the fieldwork site.

EDU 364C Supervised Teaching: In-Service Secondary Fieldwork (6)

Fall or Spring in candidate's own classroom. In EDU 364C, in-service teachers (private or one-year interns) are supervised in their own classrooms over one or two semesters (6 units per semester) by an on-site supervisor and a college supervisor (see Option II, Supervised Teaching.). Full-time teaching is required along with participation in the seminar (EDU 323 or EDU 210). In-service teachers who are not eligible to waive six units of supervised

teaching may repeat EDU 364C one time for a total of 12 units of credit.

**EDU 364D Supervised Teaching: Intern
Secondary Fieldwork (3)**

Fall or Spring in candidate's own classroom. Two-year secondary interns enroll in EDU 364D for three units each fall and spring semester of their program. Interns teach in their own classrooms and are supervised by an on-site supervisor and a college supervisor (see Option III, Supervised Teaching). Full-time teaching is required along with participation in the intern seminar (EDU 323i). Interns can repeat EDU 364D four times for a total of 12 units of credit. (Intern Support Fee of \$100 beginning Fall 2013 replaces EDU 323i requirement.)

**EDU 378A Supervised Teaching: Pre-Service
Special Education (6)**

Fall or Spring at MSMC approved site. (Additional fieldwork fee of \$150)

**EDU 378B Supervised Teaching: Pre-Service
Special Education (6)**

Fall or Spring at MSMC approved site. (Additional fieldwork fee of \$150)

Supervised teaching is designed as the culminating experience in the teacher preparation program and provides opportunities for the candidate to integrate and refine the many competencies acquired throughout the program. The goal of supervised teaching is to ensure that the candidate is prepared to assume the full-time responsibilities of a classroom. In EDU 378A and EDU 378B, the student assumes the responsibilities of the classroom teacher and is under the direct supervision of an experienced and effective teacher and a college supervisor (see Option I, Supervised Teaching). The supervised teaching involves two assignments, each spanning one-half of the semester in two special education settings for students with mild/moderate disabilities, and at two grade levels. Students register for EDU378A for the first assignment and for EDU 378B for the second assignment. Full-time teaching is required along with participation in the seminar (EDU 323 or EDU 210). The student must have access to daily transportation to the fieldwork site. Students who have a general education teaching credential or two years or more of general education teaching experience may petition to waive 6 units of the supervised teaching requirement on the basis of their experience. These students complete one seven-week assignment in a special education

classroom in one of the MSMC affiliated schools (EDU 378A, 6 units).

**EDU 378C Supervised Teaching: In-Service
Special Education (6)**

Fall or Spring in candidate's own classroom EDU 378C is designed for one-year special education interns. Teachers teach in their own classrooms over one or two semesters (6 units per semester) and are supervised by an on-site supervisor and a college supervisor (see Option II, Supervised Teaching on page 12). Full-time teaching is required along with participation in the seminar (EDU 323 or EDU 210). Students repeat EDU 378C one time for a total of 12 units of credit.

**EDU 378D Supervised Teaching: Intern
Special Education (3)**

Fall or Spring in candidate's own classroom Two-year education specialist interns enroll in EDU 378D for three units each fall and spring semester of their program. Interns teach in their own classrooms and are supervised by an on-site supervisor and a college supervisor (see Option III, Supervised Teaching on page 12). Full-time teaching is required along with participation in the intern seminar (EDU 323i). Interns can repeat EDU 378D four times for a total of 12 units of credit. (Intern Support Fee of \$100 beginning Fall 2013 replaces EDU 323i requirement.)

**Open Courses for ALL MSMC Graduate
Students**

**The following courses are open to any
MSMC graduate student as electives
with advisor approval:**

EDU 206 School and Society (2)
EDU 252 Diversity and Schools (1.5)
EDU 251 Development and Learning
Across Cultures (3)

Education Extension Units

This extension course is offered in conjunction with the Inner City Arts for the pedagogy series.

EDUX 705XL Creativity in the Classroom (2)

The Creativity in the Classroom series consists of five engaging workshops including drawing, painting, ceramics, dance, music, drama, poetry and playmaking. The series is designed for those new to teaching the visual and performing arts as well as those with a full range of experience. In the course, participants explore their own creativity and gain skills and knowledge to integrate a variety of arts disciplines into language arts, social studies, science and math. They are introduced to the Visual and Performing Arts Content Standards and explore discussion strategies that apply to the arts and to all student work. Strong emphasis is placed on practices that support the creation of a safe, supportive environment for creative exploration and expression. Community Building and English Language Development strategies are part of each session. The course is appropriate for classroom teachers, teaching artists and other interested community members.

English

The English major explores the way people communicate and how they reflect on their existence. It gives sustained training in critical thinking and writing, creative self-expression, and the perceptive reading of literature. Working from a foundation in theory and criticism of literature, students select courses in writing and literature, and may design their own independent study and directed reading courses in areas of special interest. Because English majors get extensive experience in analyzing, solving problems, researching, organizing, studying human behavior, and above all writing and speaking with clarity and self-confidence, they have the background for a wide variety of careers. These include law, business management, journalism, public relations, teaching, public administration, and many areas of writing. Internships in the field of the student's career interest are highly recommended. Students are encouraged to combine their English major with a second major or minor, in order to combine the liberal arts emphasis with a professional preparation. English and Business offer a combined major (see below). Students interested in law are encouraged to select a second major in American Studies, Philosophy, or Political Science, and to complete the Pre-Law Minor. Other desirable minor programs include Business and the sequence of core courses in Public Administration (POL 185, 186, and 187).

English B.A. Degree

General Studies Preparation for English Major:

ENG 1A/B	Freshman English	(3,3)
or		
ENG 5H	Freshman Honors English	(3)
and		
HIS 1A/B	Western Civilization	(3,3)

Total General Studies Preparation: 6-9 units

English Major Requirements:

42 units in English, at least 36 of which are upper division, including:

One course in advanced writing (ENG 105, 106, 107, 109, or 192)	(3)
Two sequential upper-division courses in American literature (ENG 145, 146)	(3, 3)
Two courses in English literature before 1700 (ENG 143 or ENG 172 and ENG 144)	(3, 3)
Two courses in English literature after 1700 (ENG 147 and ENG 148 or ENG 156H)	(3, 3)
One genre course (ENG 161, 162, or 163)	(3)
One course in World Literature (ENG 18/118, ENG 28/128, or ENG 131)	(3)
One Shakespeare course (ENG 73 or 173)	(3)
Theory and Criticism (ENG 181)	(3)
English Seminar (ENG 195)	(3)
Two electives chosen from English offerings	(3,3)

Strongly Recommended but not Required:

ENG 70/170	Western Literary Heritage	(3)
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Total units in English: 42

Any English course completed with a grade of D or below is not acceptable toward a major in English.

Plus General Studies requirements and electives totaling 124 semester units, including Modern Language requirement.

At least 15 upper division units must be completed in the MSMC English Program.

English and Business Administration B.A. Degree

A cooperative program offered through the departments of English and Business Administration

Required Courses

English Preparation:

ENG 1A/B	Freshman English	(3,3)
HIS 1A/B	Western Civilization	(3,3)
SPR 18	Career Planning Seminar	(1)

Requirements:

24 additional units in English, at least 18 of which are upper division, including:

ENG 181	Theory and Criticism	(3)
ENG 195	English Seminar	(3)

Recommended:

One course in American literature	(3)
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Business Administration

Lower Division Core Requirements:

BUS 4	Business Foundations & Analysis	(3)
BUS 5	Business Law I	(3)
BUS 15A	Accounting Principles I	(3)
BUS 15B	Accounting Principles II	(3)
CIS 1	Computer Process and Applications	(3)
ECO 1	Microeconomics	(3)
ECO 2	Macroeconomics	(3)
MTH 28	Mathematical Analysis for Business	(3)
MTH 38	Elements of Probability & Statistics	(3)
PHI 92/192	Business Ethics	(3)
SPE 10	Introduction to Communication	(2)

Courses Strongly Recommended:

PSY 1	General Psychology	(3)
SOC 1	Sociological Perspectives	(3)
PHI 5	Introduction to Logic	(3)

Upper Division Core Requirements:

BUS 122	Management Communications	(3)
or BUS 183	Management Seminar	(3)
or BUS 106	Business Law	(3)
BUS 130	Principles of Finance	(3)
BUS 160	Principles of Marketing	(3)
BUS 177	Management Information Systems	(3)
BUS 185	Principles of Management	(3)
BUS 190	Business Administration Internship	(3)

BUS 192	Business Policy and Strategy	(3)
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Total units in English and Business: 61

Plus General Studies requirements and electives totaling 124 semester units, including Modern Language requirement.

At least 12 upper division units must be completed in the MSMC English Program.

English Minor

Requirements:

Satisfactory completion of ENG 1AB or equivalent. Twelve additional required units and six additional elective units in English, totaling eighteen units (twelve of the eighteen must be upper division).

Required courses for the English Minor (12 units), one from each of the following four groups:

ENG 145	American Literature: Beginnings to 1914	(3)
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or

ENG 146	American Literature: 1914 to Present	(3)
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Eng 144	English Literature: 1500-1700	(3)
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or

ENG 73/173	Shakespeare	(3)
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ENG 147	English Literature 1700-1900	(3)
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or

ENG 148	Twentieth-Century English and European Literature	(3)
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ENG 105	Advanced Composition	(3)
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or

ENG 107	Professional Writing	(3)
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Elective courses for the English Minor (6 units): any two courses from current English offerings, lower or upper division.

Any course completed with a D or below is not acceptable toward a minor in English.

Prerequisites for Literature Courses

Lower-division literature courses: ENG 1A or 6AB or permission of instructor.

Upper-division literature courses: ENG 1A and ENG 1B or permission of instructor.

English Courses

ENG 1A Freshman English (3)

Completion with a grade of C (2.0) or better and a score of 4 or better on the Writing Exit test fulfills the Communication Skills requirement in writing for the Associate degree. Principles and practice of writing with attention to analytical reading. Includes discussion skills, library usage, research techniques, and an introduction to literature. GS-IA

ENG 1B Freshman English (3)

Completion with a grade of C (2.0) or better and a score of 4 or better on the Writing Exit test fulfills the Communication Skills requirement in writing for the Associate degree. Principles and practice of writing with attention to analytical reading. Includes discussion skills, library usage, research techniques, and an introduction to literature. GS-IA

ENG 1C Freshman English (3)

AS OF FALL 2013 THIS COURSE WILL NO LONGER BE OFFERED, NOR COUNT TOWARD GENERAL STUDIES.

A critical-thinking version of ENG 1B that examines the principles of argumentation. Completion with a grade of C (2.0) or better and score of 4 or better on the Writing Exit test fulfills Communication Skills requirement in writing for the Associate degree. GS-IA, *Prerequisite: ENG 1A. Completion with a grade of C or better.*

ENG 5H Freshman Honors English (3)

College writing for students who are accepted for Honors at entrance, and who earn a grade of 5 or 6 on the Writing placement test or who are admitted by the instructor. A study of selected masterpieces of world literature with emphasis on written analysis. Includes introduction to college-level library and research skills. Completion with a grade of B or better fulfills entire Communications Skills requirements in writing. GS-IA

ENG 6AB Written Communication and Analytical Reading (3,3)

A two-semester course focusing on standard written English, with an emphasis on sentence structure, paragraph development, and mechanics, especially punctuation. Includes expository and analytical writing, library research skills; analytical reading. *Prerequisite: Placement is dependent on scores received in entrance testing. Completion with a grade C or better in two of the following courses (ENG 6A, ENG 6B, ENG 1A, or ENG 1B) fulfills the Communication Skills requirement for the Associate Degree.*

ENG 7 Writing for College (3)

Preparation for college-level English, with a focus on standard written English, expository writing, and analytical reading. *Prerequisite: Score of 3 or better on Writing Placement test, plus satisfactory scores on the English entrance exams in grammar and reading.*

ENG 11 College Writing (1-3)

Intensive experience in expository writing with special emphasis on continued development of essay skills. *Prerequisite: C- or better in ENG 1AB, 6AB, or equivalent. Strongly recommended for students preparing for CBEST and/or transferring to a Baccalaureate program.*

ENG 12/112 Literary Analysis (3)

Introduction to college-level literary analysis as applied to drama, poetry, and fiction. GS-IIIB

ENG 15 Literature and Society (3)

Examination of society's accomplishments and vexations in selected literary works that portray human striving in family, nation, and technological world. May be repeated for credit. GS-IIIB

ENG 16/116 Literature and the Human Experience (3)

Studies in the stages of human development as portrayed in classic works of Western literature with particular focus on the growth of the self and on the individual's relationship to others and to God. Themes include adolescence, the female experience, love, the family, moral choice, faith, death and dying. May be repeated for credit. GS-IIIB

ENG 17 Literary Focus (3)

In-depth study of works selected by author, theme, or genre. May be repeated for credit. GS-IIIB

ENG 18/118 Great Works in World Literature (3)

Study of major works in world literature, representing a variety of periods, themes, and genres. GS-III B

ENG 19/119 Great Works in British Literature (3)

Study of major works in British literature, representing a variety of periods and genres. GS-III B

ENG 20/120 Great Works in American Literature (3)

Study of major works in American literature, representing a variety of periods and genres. GS-III B

ENG 21/121 Classical Epic and Drama (3)

Reading of the *Iliad*, *Odyssey*, *Aeneid*, and several Greek tragedies. Study of their origins, development, meaning to the ancient world and to the contemporary reader. GS-III B

ENG 25/125 Mythmaking: the Quest for Meaning (3)

An exploration of mythmaking in literature as a reflection and interpretation of human experience. Major mythic themes are traced and compared in the arts, as well as in literature. GS-III B

ENG 26 Literature of the American West (3)

Study of values and themes in American fiction and nonfiction from the perspective of a variety of cultures. GS-III B, VI

ENG 27/127 Women in Quest (3)

Study of women's lives and choices in fiction and nonfiction. Emphasis on current literature from diverse ethnic groups. GS-III B, VI

ENG 28/128 Contemporary Issues in World Literature (3)

A sampling of contemporary literature from various cultures around the world with emphasis on women authors and their concerns. Students will encounter issues and problems from racism and poverty to domestic violence, rape, prostitution, and war. Course includes relation of students' lives to global issues. GS-III B, VI

ENG 32/132 Literature of Los Angeles (3)

An interdisciplinary exploration of the literature and history of Los Angeles. Emphasis on the ways national, geographic, cultural, moral, legal, and ethnic boundaries are blurred in the city's history, mythology, texts, people, and communities. GS-III B

ENG 34 Literature for the Young Child (3)

A survey of children's literature for lower division students interested in working with young children and primary grade children. Students have experiences in sharing stories or poems with children (includes use of reading, storytelling, flannel board activities, and puppets). Analysis of books based on literary characteristics. Includes study of artist illustrators.

ENG 70/170 Western Literary Heritage (3)

Selected readings in Greek mythology and literature, the *Bible*, and Dante's *Divine Comedy*. Designed to provide the serious reader with literary and cultural background to better understand and appreciate the range of Western literature. Strongly recommended for English majors. GS-III B

ENG 73 Shakespeare (3)

A study of selected Shakespearean plays and poetry. Because readings vary each semester, course may be repeated for credit. GS-III B

ENG 90 Internship (1-6)

Students are placed, supervised and evaluated in a position that makes use of the communication skills developed in college English classes. May be repeated for credit up to six units.

ENG 91 Directed Study (1-3)

Study in a field of special interest, under the direction of a department member. May be repeated for credit.

ENG 92 Special Studies (3)

Exploration of special interest areas in the study of language and literature. May be repeated for credit. *Prerequisite:* ENG 1A/6AB, equivalent, or permission of instructor.

ENG 94/194 Special Studies in Writing (1-3)

Study of a selected mode of writing with focus on technique and practice. May be repeated for credit. *Prerequisite:* Completion of ENG 1AB/C or 6AB, equivalent, or permission of instructor.

ENG 96 Workshop (1-3)

May be repeated for credit.

ENG 101 History of the English Language (3)

Analysis of the prehistoric antecedents of the English language and traces the growth of English from its earliest documentation to modern times, paying attention to structural changes in phonology, morphology and syntax and to the enrichment of the lexicon. Students are introduced to the principles of linguistic evolution. Special emphasis is also placed on

the changes in social institutions that affect language and the many ethnic sources that have enriched the resources of English, especially in the United States.

ENG 102 Structure of Modern English (3)

Introduction to varieties of contemporary linguistic theories and their application to modern American English. Includes study of the structure of the English language and the conventions of standard English, basic principles of first and second language acquisition and development, theories of language acquisition in relation to the social context, and implications of speaking a primary language other than the mainstream language.

ENG 104 Expository Writing (3)

Intensive review of standard English grammar and punctuation for students wishing to improve their writing proficiency. Advanced analytical reading and critical thinking. May be repeated for credit.

ENG 105 Advanced Composition (3)

Designed to meet the particular needs of the Liberal Studies major. Assignments include academic, professional, and personal writing that enables the student to increase writing confidence and competency by exploring the English language, reviewing basic skills, and discovering one's style. *Prerequisite: Completion of ENG 1AB or equivalent, and score of 4 or better on the Writing Placement test.*

ENG 106 Creative Writing (3)

Students write fiction, poetry, and personal essays from their experiences and observations. May be repeated for credit.

ENG 107 Professional Writing (3)

An examination of the kinds of writing used in the communications media, with practice in developing newspaper, magazine, television, or radio material. May be repeated for credit. *Prerequisite: Permission of instructor.*

ENG 108 The News Media (3)

A critical examination of the news media, showing how print and broadcast news organizations operate and giving extensive practice in evaluating media reporting of current stories. GS-II

ENG 109 Writing: Voice and View (3)

Nonfiction writing as a literary art. Designed for good writers and anyone who enjoys the challenge of responding to life through the written word. An opportunity to develop one's

personal style and voice while examining the work of great essayists, past and present. May be repeated for credit. *Prerequisite: Permission of instructor.*

ENG 122 Love in World Literature (3)

The idea of love studied in historical perspective through the analysis of literary works. Focus on critical enjoyment. GS-IIIB

ENG 123 Women's Voices in Literature (3)

Major contemporary works by women studied in the context of current critical theory. Impact of women's voices from diverse ethnic groups. GS-IIIB, VI

ENG 124 Fiction to Film (3)

Examination of how works of fiction become motion pictures. The component elements of both fiction and film are applied to representative novels to assess their adaptation from the medium of fiction to the medium of film. GS-IIIB

ENG 126 The American Experience (3)

Study of works of twentieth-century American literature representative of the cultures and ethnic identities that make up the American scene. GS 111B, VI.

ENG 129 Ethnic Literatures of America (3)

Comparative study including two or more of the following groups: African American, Asian American, Latino/a, Native American, Jewish. Interdisciplinary approach using historical and sociopolitical context to address issues of race, class, and gender. GS-IIIB, VI

ENG 130 Faith and Fiction (3)

A study of Christian poets, dramatists, and novelists in historical perspective. Focus on both the changing and the unchanging aspects of Christian faith. GS-IIIB

ENG 131 Russian Literature (3)

Major Russian authors examined in their cultural and historical contexts. Writers include Pushkin, Gogol, Dostoevsky, Tolstoy, and Solzhenitsyn. GS-IIIB

ENG 134 Children's Literature (3)

Wide reading of children's books, including Caldecott and Newbery awards and honor books. Multicultural emphasis spans all genres covered. Focus on appreciation of literature, as well as on literary analysis of the selections. Includes study of critics in the field and of illustrators.

ENG 135 Classic Films as Visual Literature**(3)**

To expose the students to ten different genre beginning with the Silent Era to the character driven Sleeper films. To develop an understanding of the language of the camera, and how it tells a story. To form an awareness of film within an historical context. To create an emotional connection between the students and film, and develop a critical eye for current film methodology. Finally, to demonstrate the power of film to mold American culture, and its multi-cultural influence abroad. GS-IIIB

ENG 143 English Literature: Beowulf to 1500**(3)**

Major works of the medieval period studied in their historical and cultural contexts. *Prerequisite: HIS 1A in addition to regular literature prerequisites.*

ENG 144 English Literature: 1500 to 1700 (3)

Major works of the Renaissance and Restoration studied in their historical and cultural contexts. *Prerequisite: HIS 1A in addition to regular literature prerequisites.* GS-IIIB

ENG 145 American Literature: Beginnings to 1914 (3)

Major works of colonial, early federal, and nineteenth-century America studied in the light of their historical contexts. GS-IIIB

ENG 146 American Literature: 1914 to Present (3)

Study of major works of modern America; consideration of how the literature reflects the condition of society after World War I. GS-IIIB

ENG 147 English Literature: 1700 to 1900 (3)

Major works of the 18th Century, Romantic and Victorian periods studied in their historical and cultural contexts. GS-IIIB

ENG 148 Twentieth Century English and European Literature (3)

Major contemporary works studied in their historical and cultural contexts. GS-IIIB

ENG 156H The Modern Temper (3)

Recommended for upper division. An exploration of the concept of the modern, through a study of nineteenth and twentieth-century literature, with particular attention to the interfacing of literature with history, philosophy, religion, or the behavioral sciences. Recommended for honor students. GS-IIIB

ENG 161 Study of the Novel (3)

Chronological reading and study of representative novels from the 18th to the 20th centuries. Emphasis on critical enjoyment and awareness of the novel's changing form. GS-IIIB

ENG 162 Study of Poetry (3)

Study of the development of poetry from its beginnings to the twentieth century with emphasis on critical enjoyment. GS-IIIB

ENG 163 Study of Drama (3)

Analysis of representative plays from major periods of theater history with emphasis on works of classical, European, English, and American playwrights; theories of interpretation are applied. GS-IIIB

ENG 164 American Drama (3)

In-depth study of American drama. Plays ranging from Eugene O'Neill to the present selected to reflect the rich cultural diversity that gives American drama its distinctive voice. GS-IIIB, VI

ENG 165 Novels of the Americas: Latino Voices (3)

Major contemporary Latin American and U.S. Latino novelists examined in cultural, historical, and political contexts. Multicultural emphasis shows how the two groups influence each other while also showing their unique traits. Writers include Isabel Allende, Gabriel Garcia Marquez, Cristina Garcia. GS-IIIB, VI

ENG 172 Chaucer (3)

Readings in the poetry of Chaucer, principally the *Canterbury Tales* and *Troilus and Criseyde*, with reference to the minor works.

ENG 173 Shakespeare (3)

Appreciation of Shakespeare's range and art as a playwright through study of works from different periods of his development; combination of in-depth and background study. May be repeated for credit. GS-IIIB

ENG 174 Shakespeare Seminar (3)

Advanced study and research in the works of Shakespeare, with attention to Renaissance culture and thought. Culminates in a written project. Designed for upper-division English majors, but other upper-division students may be admitted with permission of instructor.

ENG 175 Exploring World Theatre (3)

This course develops an understanding and appreciation for the theatre as an art form and as a collaborative creative process. Students learn

to appreciate the many styles of theatre from ancient forms to the Musical Theatre, from *Medea* through Shakespeare and Ibsen to *West Side Story*. Students develop a command of the basic vocabulary of working professionals on the stage by enacting and directing scenes from the works studied. Emphasis is placed on the power of different forms of theatre to influence and affect the community. GS-IIIB

ENG 181 Theory and Criticism (3)

Advanced study in methods of examining and discussing literature. Practice in literary analysis. Consideration of selected major critical theories and documents.

ENG 184 Studies in British and American Literature (3)

Study of selected authors, literary periods, or genres. May be repeated for credit. Designed for upper-division English majors, but other upper-division students may be admitted with permission of instructor.

ENG 190 Internship (1-6)

Students are placed and supervised in business or administrative positions that make use of the skills developed in the major study. May be repeated for credit up to 6 units. *Prerequisites vary and are determined in consultation with the coordinator.*

ENG 191 Directed Study (1-3)

Study in a field of special interest under the direction of a department member. May be repeated for credit.

ENG 192 Special Studies (1-3)

Exploration of special interest areas in the study of language and literature. May be repeated for credit. *Prerequisite: ENG 1AB, equivalent, or permission of instructor. (See Hum 249E)*

ENG 193 Special Studies in Language and Literature (3)

Advanced reading and research in selected areas of language and literature. May be repeated for credit. Designed for upper-division English majors, but other upper-division students may be admitted with permission of instructor.

ENG 195 English Seminar (3)

Designed to provide upper-division English majors with an opportunity for in-depth investigation into literature and ideas; culminates in a written project. English minors and other upper-division students admitted with permission of instructor. May be repeated for credit.

ENG 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

Ethics and Society B.A. Degree Major

DEPARTMENTAL AFFILIATION: PHILOSOPHY

A student majoring in Ethics & Society focuses on three major components. The first is ethical frameworks, which sets the foundation while allowing students to emphasize a specific area of applied ethics (such as Medical Ethics or Business Ethics). The second is philosophical frameworks, which provides the analytical tools that strengthen critical thinking skills needed for academic and professional success. The last component is society and values, which develops the ability to apply ethical frameworks to subject areas and real-world cases involving ethical dilemmas and problem solving. The internship or practicum provides the student with the experience of putting all this to work so they can go on to graduate study and/or a career where ethics is at center stage.

Courses Required for a B.A. Degree in Ethics & Society

A program for those interested in pursuing graduate study in any area of Applied Ethics and/or a career in such fields as Bioethics, Nursing Ethics, Business Ethics, Journalism Ethics, Media Ethics, Global Justice, or Environmental Ethics. The following are required:

A. Ethical Frameworks—Four courses from area A —(12 units)

B. Philosophical Frameworks—Two courses from area B—(6 units)

C. Society and Values—Two courses from area C—(6 units)

D. Elective—One additional course from areas A, B, & C—(3 units)

E. Internship/Practicum—(3 units)

Total: 30 units

Ethics & Society B.A. Degree

Required courses (See course descriptions in the Philosophy course listings in the catalog).

Lower Division (6 units)

One course from each of the following groups:

1. Analytical Skills--one of:

PHI 5	Introduction to Logic	(3)
PHI 10	Critical Thinking	(3)

2. Moral & Philosophical Reasoning Skills--at least one of:

PHI 15	Introduction to Philosophy	(3)
PHI 16	Philosophy through Popular Culture	(3)
PHI 21	Moral Values	(3)
PHI 24	Socrates, Plato, and Aristotle	(3)
PHI 92	Business Ethics	(3)

Upper Division

Ten (10) upper division courses are required for the major.

Select from each of the following categories below.

A. Ethical Frameworks (12 units). Any four of:

PHI 156	Media Ethics	(3)
PHI 166	Nursing Ethics	(3)
PHI 167	Ethics and Film	(3)
PHI 167A	Contemporary Moral Problems	(3)
PHI 168B	Bioethics	(3)
PHI 168C	Environmental Ethics	(3)
PHI 192	Business Ethics	(3)

B. Philosophical Frameworks (6 units). Two of:

PHI 150	Metaphysics	(3)
PHI 152	Theory of Knowledge	(3)
PHI 155	Symbolic Knowledge	(3)
PHI 158	Scientific Method	(3)

Share on internship with other majors & Phi. faculty

Film, Media & Communications

This department offers two four-year degrees—the Bachelor of Arts in Film and Media, and the Bachelor of Science in Film, Media & Social Justice. It also offers minors in in Music Scoring for Media as well as a Minor in Multimedia Communication. Beginning in 2014, the department will be offering in the graduate division a M.F.A. in Cinema.

Film & Media B.A.

The Bachelor of Arts in Film at Mount St. Mary's College offers early immersion in the technical and professional skills necessary to prepare students for careers in the film, television, and digital media industries. Through small class sizes, hands-on instruction, and one-on-one mentoring, students gain experience in the aspects of the development, production, and post-production of motion pictures.

Required Core Courses:

FLM 101	Introduction to Film	(3)
FLM 137	Screenwriting	(3)
FLM 140	Introduction to Avid	(3)
FLM 144	Cinematography	(3)
FLM 155	Protocols Essentials	(3)
FLM 198	Senior Capstone Project	(3)

Plus 6 additional electives courses in film.

Total units required for B.A. in Film & Media major: 36

Film, Media and Social Justice B.S.

Our Mount St. Mary's College Film, Media & Social Justice Program offers a strong liberal arts and social science educational foundation, in which the students learn the skills, equipment, and latest industry software to develop and produce media content that promotes positive social change.

The foundation of this mission is rooted in the legacy of the Sisters of St. Joseph of Carondelet, founders of Mount St. Mary's College. Beginning in Le Puy, France, over 350 years ago, the sisters have served the world as strong social justice advocates and activists, working to improve the lives of the world's underrepresented populations and the most vulnerable among us.

Required Core Courses:

FLM 101	Introduction to Film	(3)
FLM 131	Film, Media & Social Justice	(3)
FLM 132	History of Film	(3)
FLM 135	Mass Media	(3)
FLM 198	Senior Capstone Project	(3)
FLM 197A	Internship	(3)
	or	
FLM 176	Independent Project*	(3)
	*by approval of Program Director	

Plus 7 additional Film courses.

Total units required for B.S. in Film, Media & Social Justice: 39

Film and Media Minor

FLM 101	Introduction to Film	(3)
FLM 132	History of Film	(3)
FLM 135	Mass Media	(3)
Plus three elective Film courses		(9)

Total units required for Minor in Film and Media: 18

Film, Media and Social Justice Minor

FLM 131	Film, Media & Social Justice	(3)
FLM 132	History of Film	(3)
FLM 135	Mass Media	(3)
Plus three elective Film courses		(9)

Total units required for Minor in Film, Media & Social Justice: 18

Music Scoring for Media Minor

FLM 139A	Digital Video Production	(3)
FLM 138	Audio Production	
or		(3)
FLM 155	ProTools Essentials	
FLM 152A	Digital Music for Media A	(3)
MUS 135	Composition	
or		(3)
FLM 152B	Digital Music for Media B	
MUS 3	Music Fundamentals	(1)
MUS 13/113	Instrumental/Vocal for Non-Music	
or	Majors or	(3)
MUS 115	Applied Music (for Music Majors)	
MUS 134	Orchestration and Arranging	(2)

Total units required for Minor in Music Scoring for Media: 19

Multimedia Communication Minor

SOC 30	Human Communication	(3)
ART 15	Computer Graphics	(3)
FLM 122	Public Relations	(3)
FLM 154	Production Management	(3)
FLM 157	eMedia	(3)
FLM 147A	Newscasting	
or		(3)
FLM 139A	Digital Video Production	

Total units required for Minor in Multimedia Communication: 18

Optional Emphasis

An optional area of emphasis is available, but is not required. An emphasis helps students focus their coursework in an area of special interest to them in preparation for their future careers. The seven areas of emphases are:

1) Film Production: Emphasizes building technical skills in the production of cinematic media.

2) Social Justice: Provides a strong social justice foundation using media to advocate for social change.

3) Film Marketing: Combines media education with business marketing skills.

4) Film Studies: Focus on academic analysis and appreciation of film and media.

5) Writing: Emphasizes fictional and non-fictional storytelling.

6) Producing: Focus on the budgeting, organization, and management of media development, production, and distribution.

7) Audio Production: Develops specific skills in recording, mixing, and producing audio for live performance, studio, music and cinematic applications.

Emphasis 1: Film Production

Required Courses:

FLM 137A	Writing for Film	(3)
FLM 139A	Digital Video Production	(3)
FLM 140	Introduction to Avid Editing	(3)
FLM 143A	Post-Production Audio	(3)
FLM 144	Digital Cinematography	(3)
FLM 154	Production Management	(3)

Plus 2 additional elective film production courses (6 units) from list directly below.

Elective Film Courses for Production Emphasis

FLM 119	Music Video Production	(3)
FLM 123	Commercial Production	(3)
FLM 138	Audio Production	(3)
FLM 139BCD	Digital Video Production	(3)
FLM 143BC	Post-Production Audio	(3)
FLM 145ABC	Stop-Motion Animation	(3)
FLM 147BCD	Newscasting	(3)
FLM 152AB	Digital Music for Media	(3)
FLM 153	Visual Effects	(3)
FLM 155	ProTools Essentials	(3)
FLM 156	On Screen Acting	(3)
FLM 157	eMedia	(3)
FLM 159	Video Game Design	(3)
FLM 160	The Director	(3)

FLM 176	Independent Project	(3)
FLM 197BCD	Internship	(3)

Emphasis 2: Social Justice

Required courses:

FLM 131	Film, Media & Social Justice	(3)
FLM 142	Women in Hollywood	(3)
SOC 1	Introduction to Sociology	(3)
SOC 180	Social Stratification	(3)
SOC 162	Human Rights	(3)
Plus 3 additional elective Social Justice courses (9 units), listed directly below, or by approval of the Film Program Director.		

Elective Courses for Social Justice Emphasis

FLM 124	Gender & Media	(3)
FLM 125	Media Anthropology	(3)
FLM 136	Disney Inc. & Mass Pop. Culture	(3)
FLM 139A	Digital Video Production	(3)
FLM 171	Film Noir and the City	(3)
FLM 177	Human Rights & Science Fiction	(3)
PHI 167	Ethics and Film	(3)
PSY 186	Violence Against Women	(3)
PSY 139	Child Abuse & Family Violence	(3)
PSY 144	Psychology of Prejudice	(3)
SOC 161	Majority-Minority Relations	(3)
SOC 163	Women and Children's Rights	(3)
SOC 167	U.S. Women of Color & Human Rights	(3)
SOC 175	Urban Sociology	(3)
SOC 185	Global Studies and Human Rights	(3)
SOC 186	Immigration and Human Rights	(3)
SOC 187	Environmental Studies and Human Rights	(3)
SOC 190	Social Change and Human Rights	(3)
SOC 191	Social Movements and Human Rights	(3)
SOC 193	Chicana/o Identity in Southern California	(3)

Emphasis 3: Film Marketing

Required courses:

FLM 146	Film Marketing	(3)
BUS 160	Principles of Marketing	(3)
BUS 161	Principles of Advertising	(3)
or		(3)

FLM 123	Commercial Production	
BUS 122	Management Communications	
or		(3)
FLM 122	Public Relations	
BUS 15A	Accounting Principles I	(3)
SOC 117	Quantitative Research Methods	
or		(3)
FLM 124	Gender & Media	
ENG 107	Professional Writing	
or		(3)
FLM 167	Screenwriting, Pitching & Packaging	
Plus one additional Film course		(3)

Emphasis 4: Film Studies

Core major courses plus eight additional history or genre classes (24 units), such as:

PHI 167	Ethics and Film	(3)
PHI 175	Philosophy and Film	(3)
FLM 124	Gender & Media	(3)
FLM 125	Media Anthropology	(3)
FLM 131	Film & Social Justice	(3)
FLM 136	Disney Inc. & Mass Pop. Culture	(3)
FLM 142	Women in Hollywood	(3)
FLM 158	Heroes, Villains, and Warriors	(3)
FLM 168	People of Color in Film	(3)
FLM 171	Film Noir in the City	(3)
FLM 177	Human Rights & Science Fiction	(3)
FLM 178	Suspense, Horror & Mayhem	(3)
or by department advisement		

Emphasis 5: Writing

Required courses:

FLM 137AB	Writing for Film A&B	(3,3)
FLM 126	Basic News Writing	(3)
ENG 107	Professional Writing	(3)
ENG 106	Creative Writing	
or		(3)
ENG 109	Writing: Voice and View	
ENG 124	Fiction to Film	(3)
or		
FLM 167	Screenwriting, Pitching & Packaging	
Plus 2 additional Film courses		(6 units)

Emphasis 6: Producing

Required courses:

FLM 154	Production Management	(3)
FLM 160	The Director	(3)
FLM 137	Writing for Film	
or		(3)
FLM 167	Screenwriting, Pitching & Packaging	
FLM 146	Film Marketing	(3)
FLM 139A	Digital Video Production	
or		(3)
FLM 147A	Newscasting	
FLM 122	Public Relations	
or		(3)
SOC 130	Organizational Communication	
BUS 15A	Accounting Principles	(3)
Plus 1 additional Film course (3 units)		

Emphasis 7: Audio Production

Required courses:

FLM 138	Audio Production	(3)
FLM 119	Music Video Production	
or		(3)
FLM 139A	Digital Video Production	
FLM 143A	Post-Production Audio	(3)
FLM 152A/B	Digital Music for Media	(3, 3)
FLM 155	ProTools Essentials	(3)

Plus two additional elective courses (6 units) from list directly below.

Elective Courses for Audio Production Emphasis

FLM 133	Culture, Music & Broadcasting	(3)
FLM 139A	Digital Video Production	(3)
FLM 143B	Post-Production Audio	(3)
MUS 3	Music Fundamentals	(1)
MUS 13/113	Instrumental or Vocal for Non-Music Majors	(3)
MUS 134	Orchestration and Arranging	(3)

Recommended courses to be taken for General Studies credit by Film Majors

ART 2	Design 1	(3)
ART 5	Fundamentals of Art	(3)
BUS 15A	Accounting Principles I	(3)

ENG 108	News Media	(3)
ENG 124	Fiction to Film	(3)
ENG 135	Classic Films as Visual Literature	(3)
PHI 16	Philosophy Through Popular Culture	(3)
PHI 167	Ethics and Film	(3)
PHI 175	Philosophy of Film	(3)
POL 192	Plays and Politics	(3)
RST 45/145	Contemporary Issues in Christian Ethics	(3)
RST 146	The Catholic Justice and Peace Tradition	(3)
RST 50	Social Issues	(3)
SOC 1	Intro to Sociology	(3)
SOC 30	Human Communication	(3)
SOC 38	Statistics for Social Science	(3)
SOC 117	Quantitative Research Methods	(3)

Film Courses

FLM 100 Introduction to Final Cut Editing (1)

This course is a hands-on introduction to Apple's Final Cut Pro editing software. Students will learn foundational editing processes including importing footage, basic editing techniques, and how to export their video for online or DVD exhibition. Open to all majors.

FLM 101 Introduction to Film (3)

This course introduces students to the language and aesthetics of film. Students examine how the use of camera, lights, setting, acting, editing, and sound are artistically harnessed to tell compelling stories in film, television, and digital media.

FLM 119 Music Video Production (3)

Students will create a music video. Students will participate in all aspects of music video production including preproduction planning, lighting, shooting and editing. Prior production or editing experience is not required. Carries a \$25 film lab fee.

FLM 122 Public Relations (3)

This class examines the nature and role of public relations, activities of public relations professionals, major influences that affect organizational behavior, and the ethics and professional development of practitioners in the private and public sectors. Media methods of communicating, survey research, and attitude change are explored.

FLM 123 Commercial Production (3)

An exploration of the theories and processes behind the development and production of commercials. Topics and projects cover pitching, concept development and commercial production. Students must have completed or be concurrently enrolled in one or more of the following: FLM 100, FLM 139, or FLM 147.

FLM 124 Gender and Media (3)

This course will explore women's roles in media and filmmaking both in front of and behind the camera. Historical and contemporary trends will be examined concerning industry representation and portrayal in media content.

FLM 125 Media Anthropology (3)

An ethnographic approach to understanding the cultural phenomena of the media as it relates to global media markets, technologies, industrial systems and human rights. The ways in which cultures interact with media technology – social networking, online gaming communities, video sharing – and the impact of the media on these communities will also be explored. (See SOC 125) **GS-VI**

FLM 26/126 Basic News Writing (3)

An introduction to writing for news including broadcast, websites and other news formats (online and print). Instruction will include in-class writing assignments on deadline, out-of-class reporting assignments, and writing to video. Students will also learn basic legal guidelines for news gathering and reporting. Contributions to "The Oracle" will be included.

FLM 129 Documentary Filmmaking (3)

A history of the documentary form from the beginnings of film to the present. The course will also include components exploring basic theoretical concepts and ethical considerations relevant to filmmakers working in the documentary form.

FLM 131 Film, Media and Social Justice (3)

Applying social science and social justice principles, an introduction to the significant social issues of our time as examined through film. The historical application of the documentary film as a means of advancing the cause of justice and equality in the human experience is explored. A human rights course. (See SOC 131)

FLM 132 History of Film (3)

The purpose of the course is to examine and critically analyze film's history as a communication medium of culture, social

trends, values and sentiments. The organizational, political, economic, and strategic dynamics involved in film as a creative expression; and, the production demands and constraints associated with it are also studied.

FLM 133 Music, Culture and Broadcasting (3)

An exploration of the development and impact of music, radio, and broadcasting in America. Topics include the rise, influence, and multiple iterations of radio as a mass medium, the role of music in American social and political issues, and hands-on introduction to essential recording technology and broadcasting techniques. Carries a \$25 film lab fee. (See SOC 133)

FLM 135 Mass Media (3)

An examination of contemporary mass media as a reflection, characterization, and interpretation of culture and society, along with the human rights implications of it in society. In addition, the use of the mass media, with an emphasis on television and film, in politics, economics, and religion will be explored. Critical analysis of ongoing and emerging trends in television and film will also be conducted. (See SOC 135)

FLM 136 Disney, Inc. and Mass Popular Culture (3)

The course analyzes the near-Orwellian influence that mass media can have on society. Utilizing Disney as an example, students will examine the power and influence of media conglomerates and their role in shaping and reinforcing social norms. Special emphasis is placed on examining how Disney movies not only reflect, but shape era specific ideologies and social trends. Course material includes a study of semiotics and urban design behind the Disney theme parks; students are responsible for travel and admission to Disneyland.

FLM 137ABC Writing for Film (3,3,3)

Story development from page to screen. Research and development of fictional screenplays and documentary treatments and proposals. A completed screenplay is the expected outcome at the end of this course.

FLM 138 Audio Production (3)

Students will engage in recording, mixing and producing professional audio for live performances and studio applications. Hands on instruction will include mic placement and recording techniques with a variety of instruments including guitar, bass, drums, vocal, wind, brass and percussion. Students will also work with hardware and software mixers, equalizers, compressors, and FX units.

FLM 139ABCD Digital Video Production (3,3,3,3)

Both a lab and field work class. This course trains students on the core aspects of filmmaking, including basic story development, camera and lighting techniques, and production sound. FLM 139B, FLM 139C, and FLM 139D may be taken to gain additional instruction and experience in digital video production. Enrolling students must be competent with either Final Cut Pro or the AVID non-linear editing system. Advanced students enrolling in FLM 139C/D must have completed FLM 143A or FLM 155. Carries a \$25 film lab fee.

FLM 140 Introduction to Avid Editing (3)

Introduction to the Avid non-linear editing system. Used in large film and television productions, Avid is an industry standard, along with Final Cut Pro. Previous editing or production experience is helpful, but not necessary. This course will prepare students to pass the Avid Media Composer User Certification exam. Carries a \$25 film lab fee.

FLM 141 Video Production Lab Assistant (1-3)

Student must have taken FLM 139A with a grade of "B" or higher. The purpose of this course is to give students a chance to hone understandings of production and content with regard to editing and story through helping other students in the editing lab. Assistant will work with an instructor in researching equipment, trouble-shooting, and class preparation.

FLM 42/142 Women in Hollywood (3)

The role of women in film as creative artists and production executives will be explored. The current status of women in film and television will also be examined, including the sociopolitical and economic dynamics in play today that influence their participation.

FLM 143ABC Post-Production Audio (3,3,3)

Instruction on craft and skills of digital audio editing for film production. Pro Tools software, an industry standard, will be introduced and applied. Carries a \$25 film lab fee.

FLM 144 Digital Photography (3)

A focus on the use of cameras and lighting to produce broadcast quality footage for professional or personal digital filming. Training includes introduction to lens and camera capabilities, movement, control, and scene composition. Principles and aesthetics of lighting are introduced and practiced. Enrolling students must be competent with

either Final Cut Pro or the AVID non-linear editing system. Carries a \$25 film lab fee.

FLM 145ABC Stop-Motion Animation (3,3,3)

The basic principles 3D modeling and 3D animation are introduced and practiced in FLM 145A. Continued training and experience are available in 145B and 145C in which students will produce original projects. Carries a \$25 film lab fee.

FLM 146 Film Marketing (3)

The methods of film tracking and marketing, understood as a central aspect of film development and production, will be studied. Survey research, analysis of demographic variables in film production, and the role of research across each step of the production process is examined. Practice in the field included.

FLM 147AB Newscasting (3,3)

The essentials of newscasting are introduced, including research, writing, videotaping, directing, performing in front of the camera, and producing a newscast. The class will create and produce web-based newscasts. Carries a \$25 film lab fee. (See SOC 147AB)

FLM 148 Writing Professional Grants (3)

Skills, methods, and styles necessary for writing funding grants for media projects.

FLM 149 Cowboy Cinema (3)

The history of the Western film genre is central to the history of film and television, as well as American identity, culture, and ethics. A survey of seminal works in this genre will be viewed and analyzed. The Mount film program's Robert Harrington Film Collection will be used in this course. (cross-listed with SOC 149)

FLM 150 The History of Television (3)

The course will explore the evolutions of patterns of television content and viewing over time in the United States. This course will also examine how television has impacted society and how society has influenced television. (See SOC 150)

FLM 151 History and Theory of Comedy (3)

As an important genre of film and television history, the theories, trends and elements of comedy are explored.

FLM 152AB Digital Music for Media (3,3)

An introduction to digital music for film and television, web sites, video games, and other interactive media. Exploration and analysis of music and its function in various forms of

media. Coursework will include producing, recording, arranging, and manipulating music for digital distribution using MIDI, loops, digital audio workstations, and virtual instruments. Prior music experience is helpful, though not required. Carries a \$25 film lab fee.

FLM 153 Visual Effects (3)

Introduction and application of software used in special effects in film and television production.

FLM 154 Production Management (3)

Management skills, strategies, and practices necessary to bring a media project from conceptualization, through production to the marketplace. Discussion includes issues related to working with creative talent, directors, assistants, artistic teams, crew, and multiple other entities involved in the production process.

FLM 155 ProTools Essentials (3)

Master the basic tools and functions necessary to create, edit and mix professional sounding audio projects in the world's leading audio production software for both music and film. The course will prepare students to pass the Pro Tools certification exam.

FLM 156 On-Screen Acting (3)

On and off-camera performance techniques and skills introduced and practiced. Includes on-stage and studio acting, with and without cameras.

FLM 157 eMedia (3)

An introduction to mobile app development and design. Learn how to combine photos, video, written copy, social media and other content as you create your own App. Recommended for students interested in Marketing, Journalism, Media Communications and Advocacy.

FLM 158 Heroes, Villains, and Warriors (3)

The central place of the action drama in Hollywood, both historically and contemporarily are explored. In addition, the social and psychological impact of action cinema is analyzed.

FLM 159AB Video Game Design (3,3)

Exploring the impact of video games on society and market strategies employed to maximize revenue. Hands-on experience provides opportunities to create video games for multiple platforms including Xbox, iPhone, Wii, Mac, and PC. Carries a \$25 film lab fee.

FLM 160 The Director (3)

Students explore and practice the role of director. Coaching actors, collaboration with cinematographers and editors, team management and other areas will be addressed.

FLM 167 Screenwriting, Pitching & Packaging (3)

An insider's guide to developing and packaging a script for the Hollywood market. Learn the fundamentals of creating a strong screenplay from the perspective of the writer (the seller) and pitching an idea to the studio executive (the buyer) who is evaluating the viability of the project. The goal of this class is to help students develop a screenplay and understand how to market their screenplay given the demands of the current marketplace.

FLM 168 People of Color in Film (3)

The historical and contemporary place of people of color in the film industry. This course examines the stereotyping, prejudice and discrimination that has taken place in film and television. A human rights course.

FLM 169 From Graphic Novel to Screen (3)

This course explores cinematic adaptations of graphic novels and how they reflect issues in our society and promote social justice. Various forms of media will be analyzed including film, television, video games and internet programming.

FLM 171 Film Noir and the City (3)

An analysis of the Hollywood crime dramas characteristic of the 1940s and 1950s that featured cops, crimes, gangsters and femme fatales. The social context that reflected darker times of the depression, the tension of the world war, urban sophistication, and the fight against evil will be explored as expressed and symbolized in this film genre.

FLM 172 Crime, Deviance and Violence in Film (3)

An exploration of the intersection of film, the culture of fear, and the social construction and incidence of violence and deviance in society. The course will also examine the relationship between social norms, social change and this film genre. A human rights course. (See SOC 172)

FLM 176ABC Independent Project (1-3)

A fieldwork class involving the independent design and production of a student media project, conducted with the mentorship of a film program faculty member. The topic and scope of the project is to be selected and agreed upon

by student, mentor, and program director. For majors only. The course may be taken for one unit, 2 units, or 3 units, depending upon the complexity and length of the project for up to a combined total of 9 units. The course may be repeated for an accumulated total of nine units. Students must have completed or be concurrently enrolled in one of the following: FLM 139, FLM 147A, FLM 144. Carries a \$25 film lab fee.

FLM 177 Human Rights & Science Fiction (3)

Both historically and contemporarily, the film genre of science fiction has been utilized to expose and explore significant human rights topics. These will be examined and analyzed for their continued relevancy to human rights issues of our times. The Mount film program's Robert Harrington Film Collection will be used in this course. (see SOC 177)

FLM 178 Suspense, Horror and Mayhem (3)

A comparative exploration and analysis of the culture of fear and sensationalism as expressed and visualized through themes of suspense, horror and Armageddon narratives, and how these genres reflect mass culture and influence individual and social behavior or act as agents of social change. (See SOC 178)

FLM 179 A History of Romance (3)

This course will explore the evolution of romance films from the earliest years of cinema to the present. The changing representation of gender, the ideal types of the male and female romantic, and as the major influence on social roles and expectations are examined. (See SOC 179)

FLM 197ABCD Internship (3,3,3,3)

Hands-on observation and experience at a film or television studio, or media marketing organization. Internship site is to be selected and agreed upon by both student and Program Director. For majors and minors only. Student must be able to provide own transportation to internship site.

FLM 198 Senior Capstone (3)

Student with senior standing completes a substantial final project based on area of emphasis or desired focus (by department advisement).

FLM 199 Special Studies (1-3)

Intensive and independent study in a field of special interest at the culmination of one's film studies.

Master of Fine Arts in Cinema

Starting Spring 2013

The MFA in Cinema at Mount St. Mary's College offers two tracks in the art of filmmaking. Track One provides students the acquisition of the essential skills for the production of professional film products and build a body of work that demonstrates their filmmaking abilities in each aspect of the creative and technical process. This Track is broad-based and comprehensive in terms of necessary skills for producing a digital film. Track Two also includes essential filmmaking knowledge in the first semester, but then concentrates in skills-building in 3D Animation.

Track One Required Courses

DIGITAL FILMMAKING

Semester 1*:

CIN 210	Screenwriting I	(3)
CIN 230	History of American Cinema	(3)
CIN 240	Cinematography I	(3)
CIN 250	Production Audio	(3)
CIN 265	Production Management	(3)

Semester 2:

CIN 211	Screenwriting II	(3)
CIN 220	On-Screen Performance	(3)
CIN 241	Cinematography II	(3)
CIN 251	ProTools	(3)
CIN 255	Editing	(3)

Semester 3:

CIN 252	Post-Production Audio	(3)
CIN 260	Directing I	(3)
CIN 278	Digital Effects	(3)
CIN 297	Thesis Project I	(3)

Semester 4:

CIN 261	Directing II	(3)
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CIN 298	Thesis Project II	(3)
CIN 299	Thesis Project III	(3)

Plus one elective from 3D Animation Courses (3)

Total units required for Master of Fine Arts in Cinema: 54*

*Students with no previous academic or professional experience in digital filmmaking are required to pass CIN 200 Intro to Editing and CIN 201 Intro to Cinema by the end of their first semester.

Track Two Required Courses

3D ANIMATION

Semester 1:

CIN 210	Screenwriting I	(3)
CIN 230	History of American Cinema	(3)
CIN 240	Cinematography I	(3)
CIN 250	Production Audio	(3)
CIN 265	Production Management	(3)

Semester 2:

CIN 231	History of Animation	(3)
CIN 255	Editing	(3)
CIN 270	Animation Fundamentals	(3)
CIN 271	Animation Production I	(3)
CIN 273	3D Modeling	(3)

Semester 3:

CIN 272	Animation Production II	(3)
CIN 274	Texture and Lighting	(3)
CIN 275	Character Animation	(3)
CIN 276	Stop-Motion Animation	(3)
CIN 297	Thesis Project I	(3)

Semester 4:

CIN 277	Advanced Studies in Animation	(3)
CIN 298	Thesis Project II	(3)
CIN 299	Thesis Project III	(3)

Total units required for Master of Fine Arts in Cinema: 54*

*Students with no previous academic or professional experience in digital filmmaking are required to pass CIN 200 Intro to Editing and CIN 201 Intro to Cinema by the end of their first semester.

Cinema Courses

CIN 200 Intro to Editing (1)

This one-unit course is a hands-on introduction to Apple's Final Cut editing software. Students will learn foundational editing processes including importing footage, basic editing techniques, and how to export their video for online or DVD exhibition. Students with previous FCP experience may test out of the course.

CIN 201 Intro to Cinema (1)

This one-unit course is designed for students with no previous academic or professional experience in digital filmmaking. The class will cover fundamentals in cinematic language, aesthetics, and practices.

CIN 210 Screenwriting I (3)

Introduction to the principles and art of writing a screenplay from conceptualization, research, and development to completion of an original product.

CIN 211 Screenwriting II (3)

Advanced exploration of the principles and art of screenwriting.

CIN 220 On-Screen Performance (3)

Techniques and skills of acting before a camera.

CIN 230 History of American Cinema (3)

A survey course on the history of filmmaking, with primary focus on the development of this art and industry in the United States.

CIN 231 History of Animation (3)

Exploration of the development and history of 2D and 3D animation.

CIN 240 Cinematography I (3)

Introduction of camera, lens, and lighting techniques to produce quality professional footage in studio and location settings.

CIN 241 Cinematography II (3)

Advanced use of camera, lens, and lighting techniques to produce quality professional footage in studio and location settings.

CIN 250 Production Audio (3)

Students learn the techniques of location and studio audio production for dialogue and effects.

CIN 251 ProTools (3)

Master the basic tools and of the world's leading audio production software for both music and film. The course will prepare students to pass the Pro Tools certification exam.

CIN 252 Post-Production Audio (3)

Exploration of the Protools audio platform and the techniques of post-production sound.

CIN 255 Editing (3)

Introduction to and application of Avid for editing digital media. This course will prepare students to pass the Avid certification exam.

CIN 260 Directing I (3)

Introduction to the multiple roles of the director, including coaching actors, building and maintaining a collaborative and efficient work environment on set and off.

CIN 261 Directing II (3)

Advanced exploration of the roles, duties, and techniques of the director.

CIN 265 Production Management (3)

Management skills, strategies, budgeting, and practices necessary to bring a film project from conceptualization to the marketplace.

CIN 270 Animation Fundamentals (3)

Introduces students to basic principles and approaches to animation theory and technique.

CIN 271 Animation Production I (3)

Introduces all elements of animating a scene, including character, lighting, background, and sound.

CIN 272 Animation Production II (3)

Advanced implementation of scene creation, including character, background, lighting and sound.

CIN 273 3D Modeling (3)

Students learn to create and manipulate 3D props, characters and environments.

CIN 274 Texture and Lighting (3)

An exploration of the application of textures and three dimensional lighting.

CIN 275 Character Animation (3)

Exploration and application of character motion and movement.

CIN 276 Stop-Motion Animation (3)

Theory and application of stop-motion animation.

CIN 277 Advanced Studies in Animation (3)

Deeper exploration of animation theory and application by directed study.

CIN 278 Digital Effects (3)

Introduction and application of software used in digital special effects for filmmaking.

CIN 297 Thesis Project I (3)

Development and proposal of thesis project.

CIN 298 Thesis Project II (3)

Completion of a 40-50 minute digital cinema production.

CIN 299 Thesis Project III (3)

Post-production and completion of a 40-50 minute digital cinema production.

French Studies

Department Affiliation: Language and Culture

French is the most widely spoken European language outside of English. It remains the language of culture, but also of diplomacy and business, particularly in the European Community, but also in Africa and the Middle East.

The department offers two majors (French Studies, and French Studies with International Emphasis) as well as a minor in French Studies. Any of these can be combined with majors or minors in other fields, and, keeping with college recommendations, students are encouraged to do so. Students are also encouraged to spend a Junior semester abroad - in France or other Francophone country- which will transfer as many as 12 units.

The French programs lead to proficiency in the four basic language skills speaking, listening, reading and writing; culture is presented at every step of the learning process.

Majors must take at least 15 units in the department, and minors must take at least 12 units in the department.

French Studies Prerequisites

Prerequisites:

FRE 1 (4 units) & FRE 2 (4 units) (8)
or

Language Fulfillment Alternative

(see description under Academic Information)

French Studies Core Courses

Core Courses required for Majors and Minors (15 units)

FRE 3 & 4	Intermediate French	(6)
FRE 101	Writing Lab	(3)
FRE 112	History & Civilization of France	(3)
CUL 107	Theory & Practice of Culture	(3)

French Studies Major

The focus of this program is on language fluency, literature, and the culture of France and the Francophone world.

Same Prerequisites (8)

Same Core Courses (15)

Additional upper division courses (18)

FRE 115	Translation and Interpretation	(3)
FRE 126	Modern Classics	(3)
FRE 128	Twentieth Century Literary Trends	(3)
FRE 191	Senior Thesis	(3)

Plus 2 additional upper division courses (6)

Total required units: 41

French Studies with International Emphasis

This major is designed for students interested in pursuing careers related to world affairs from a global perspective, such as journalism, communication, diplomacy, the world of export/import and travel.

Same Prerequisites (8)

Same Core Courses (15)

Additional upper division courses required (21)

FRE 116	Contemporary Culture and Politics	(3)
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FRE 126	Modern Classics	(3)
HIS 003	History of the World	(3)
POL 131	International Relations	(3)
FRE 190A	Internship	(3)

Plus 2 additional upper division courses (6)

Total required units: 44

French Studies Minor

This program is intended for students who wish to acquire proficiency in the language and culture of France. It is especially designed to be an easy add-on to majors and minors in other fields.

Same Prerequisites (8)

Same Core Courses (15)

Plus 1 additional upper division courses. (3)

Total required units: 26

French Courses

FRE 1 Elementary French I (4)

Develops fundamental skills: listening, speaking, reading, and writing. Emphasis on speaking and writing. GS-IV

FRE 2 Elementary French II (4)

Further improves all four language skills stressing reading and writing, and vocabulary building. GS-IV

FRE 3 Intermediate French III (3)

Emphasis on conversation and oral comprehension. Emphasis on vocabulary building and the acquisition of idiomatic speech patterns. GS-IV

FRE 4 Intermediate French IV (3)

Introduction to French and Francophone literature. A variety of literary texts will be read and discussed to improve reading and oral communication. GS-IV,VI

FRE 33A/B French Culture and Civilization (3,3)

A comprehensive approach, both historical and thematic, to a better understanding of French culture today. Highlights of major social and historical developments and of literary and artistic movements. *These courses are given in*

English only through the Weekend College. GS-IV

FRE 101 French Writing Lab (3)

Intensive training in writing, with emphasis on vocabulary, idiom, structural patterns and style. Exercises in rhetoric, in creative and other forms of writing.

FRE 112 History and Civilization of France (3)

This course will cover the major events and cultural movements of the history and civilization of France, including the Age of Cathedrals, the French Renaissance, the glory of Versailles, and the French Revolution.

FRE 114 The Belle Epoque: Before and After (3)

This post Revolutionary period starts with Napoleon and ends with the second World War. From Romanticism and Surrealism in literature, from Impressionism to Cubism in painting, it is the vibrant evolution of modern France.

FRE 115 Translation and Interpretation (3)

An introduction to the theory and the mechanics for written translation and basic oral interpretation. *Prerequisite: basic fluency in both languages.*

FRE 116 Contemporary Culture and Politics (3)

The economic recovery of France under the leadership of Charles de Gaulle, its place and role in the European Community, as well as the new trends in art, philosophy, literature and films are some of the topics included in this course.

FRE 120 Introduction to Francophone Literature (3)

A survey of the very rich Francophone literature from all parts of the globe.

FRE 124 Literary Masterpieces (3)

Poetry, tragedies, comedies and philosophical essays, from the Middle Ages to the end of the eighteenth century: the best of French literature before the Revolution.

FRE 126 Modern Classics (3)

The nineteenth century has been called the Golden Age of French literature and includes Balzac, Victor Hugo, Beaudelaire, Flaubert, Emile Zola and many other remarkable writers.

FRE 128 Twentieth Century Literary Trends (3)

From the Surrealists to the Roman Nouveau, this course will focus on some of the great

French writers of this century, with special emphasis on Albert Camus, André Malraux, Marcel Pagnol, and Natalie Sarraute. Selected texts from various Francophone cultures will be evaluated in terms of cultural variances and their impact on mainstream French literature. GS-VI

FRE 148 French Cinema (3)

French Cinema, from its early days and following its transformation through the 20th century, from *Films Noirs* to *Nouvelle Vague* and to the New French Cinema.

FRE 50/150 Times, People and Themes (3)

This course will foster the exploration of special interest areas, such as Francophone Cinema, French Cuisine, or French Philosophers in the 20th. century. Course content will be defined an announced when the course is offered. May be repeated for credit.

FRE 190A/B Internship (3, 3)

Internship/cooperative experience programs in areas related to French culture or international business.

FRE 191 Senior Thesis (3)

A two-semester directed research project required for majors under the direction of a department faculty member. The topic of the thesis must be approved by the department chairperson. Students must enroll in their thesis course no later than the first semester of their senior year.

FRE 194 Study/Travel (1-6)

Pre-travel lectures and readings, as well as guided tours in the country, serve as basis for a study/travel program, with each participant developing a project highlighting the travel experiences.

FRE 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

FRE 198AB Directed Readings (3,3)

Directed readings selected from authors representative of significant literary periods.

FRE 199AB Independent Studies (1-3,1-3)

Directed research. For qualified students with the approval of the department.

Geographic Information Systems

Affiliation: Sociology

GIS (Geographic Information Systems) is a field of study that combines spatial theory, GIS technology and software, geographic data and analysis (including GPS and field work), and cartographic design principles for the purpose of exploring and understanding the world around us from a spatial perspective.

Employers in the most competitive industries continue to seek applicants whose resumes include additional computational skills beyond the Microsoft Office Suite, and having a GIS Minor would give students an "edge" in the workforce. According to the most recent edition of the Harvard Business Review, one of the most valuable jobs emerging in the 21st century is that of the "data scientist," which includes skills such as knowing how to find, manipulate and interpret different types of data. Being able to work with and visualize spatial data using GIS technology will be an invaluable tool for any student in a variety of majors and concentrations.

Geographic Information Systems Minor

A GIS Minor is particularly valuable when paired with the following fields of study: Sociology, Business Administration, Biology and the STEM Sciences, though it is not confined to these disciplines. For instance, someone pursuing a career in urban planning, law enforcement, environmental science, forensics, health care and health policy, epidemiology, marketing, etc., could benefit greatly with a background in GIS, as nearly every company or

governmental agency uses GIS within their organization.

GIS Minor

A minimum of six courses, two of which must include:

GIS 10/110	Introduction to Spatial Thinking	(3)
GIS 20/120	Fundamentals of GIS	(3)
GIS elective		(3)
GIS elective		(3)
GIS elective		(3)
GIS elective		(3)
Total units:		18

GIS elective courses:

SOC 175	Urban Sociology	(3)
SOC 180	Social Stratification	(3)
SOC 194	Community Health	(3)
CRI 119	Urban Crisis Response & Mngmt	(3)
BUS 185	Principles of Management	(3)
BIO 111	Ecology	(3)
BIO 67	Environmental Science	(3)

Additional GIS courses (Not Required):

GIS 150	Remote Sensing	(3)
GIS 160	Intro to Data Management	(3)
GIS 170	Advanced Spatial Modeling	(3)

Geographic Information Systems Courses

GIS 10/110 Introduction to Spatial Thinking (3)

This course examines concepts related to the study of geographic information at an introductory level. Using a variety of materials and online tools, students will explore how spatial reasoning can be applied to real world issues.

GIS 20/120 Fundamentals of GIS (3)

This course introduces students to GIS software and applications. Throughout the course, students will learn the essential skills needed to

perform basic level spatial analysis, cartographic design and map production.

GIS 130 Advanced GIS (3)

This is an advanced-level GIS course. Students conduct real-world GIS projects for community-based organizations (CBO) in the Los Angeles area. Topics include data capture, data manipulation, database design, data quality, and spatial analysis. Students will complete projects following the best practices of GIS project management. Instruction is accomplished through lectures and hands-on computer lab exercises using ArcGIS.

GIS 140 Spatial Analysis (3)

This course exposes students to more advanced analysis techniques using GIS software, with an emphasis on using spatial data to examine real world issues and case studies.

GIS 150 Remote Sensing (3)

This course explores how imagery is used in GIS to examine, analyze and classify environmental phenomena using aerial, satellite, LIDAR, and Landsat imagery. Students will also explore how these forms of remote sensing can be used to investigate changes in environmental and human populations over time.

GIS 160 Introduction to Data Management (3)

This course provides an introduction to GIS database structure, design and implementation. Students will use GIS software and database management tools to create and work with their own geodatabases. The course also covers concepts such as metadata, database integrity, naming conventions and data exportation.

GIS 170 Advanced Spatial Modeling (3)

This course exposes students to advanced geospatial analysis techniques and workflows. Students will gain in depth knowledge of geoprocessing tools and functions, and will use ArcGIS ModelBuilder to replicate, build and create data models.

GIS 182 Demography (3)

This course focuses on demography, the study of populations. We will examine the causes and consequences of population change, both on a national and global scale. By exploring fertility, mortality, and migration rates, we will analyze how these factors impact health, distribution, composition, and labor markets in societies. The course is comprised of lectures and class discussions, with a focus on current and potential policy. As well, students will be introduced to demographic databases and use

mapping technology to develop practical skill sets. Cross-listed with SOC 182.

GIS 197 Applied Internship (3)

Students will complete one semester's worth of applied internship in their field of interest, through the supervision and guidance of a faculty member. Internship site is to be selected and mutually agreed upon by student and professor. May be retaken for credit (3-6 units)

Gerontology

DEPARTMENT AFFILIATION: SOCIOLOGY

The Gerontology major is interdisciplinary and grounded in the excellent liberal arts tradition of Mount St. Mary's College. All required courses for the major, minor and certificate are available in an online format. This means the program core requirements (as listed below) can be completed via distance learning.

Gerontology consists of an exploration of the biopsychosocial dimensions of life course development, with a focus on the rapidly expanding aging population of the United States. In the twenty-first century, careers in gerontology are projected to expand rapidly, with demand remaining high over the next several decades.

As a gerontologist, career options include case management and care management, social work, non-profit or for-profit management, and more. The Gerontology major provides excellent preparation for working with elders in a variety of settings and for graduate studies in social work, gerontology, public policy, the law, and research.

Along with the Major in Gerontology, a Minor and Certificate Program are also available.

Gerontology B.A.

Core required courses

GER 120	Case Management	(3)
GER 181	Public Policy and Aging	(3)
GER 184	Diversity & Aging in the Social Environ.	(3)
GER 188	Caregiving and Adaptations for Elders	(3)
GER 189	Gerontology	(3)

GER 192	Thanatology	(3)
GER 197	Gerontology Internship	(3)
SOC 13	Anatomy for Social Services OR	(3)
BIO 50A	Human Anatomy	(4)
SOC 112	Medical Sociology	(3)
SOC 117	Research Methods	(3)
SOC 121	Human Services Ethics	(3)

Plus one additional courses from the following :

BIO 112	Human Nutrition	(3)
BUS 185	Principles of Management	(3)
GER 138	Non-Profit Management Seminar	(3)
PSY 160	Cognition and Perception	(3)
SOC 103	Introduction to Group Process/Therapy	(3)
SOC 106	Introduction to Psychotherapy	(3)
SOC 128	Introduction to Social Work	(3)

Plus completion of General Studies requirements for a total of 124 units. If a student's first or primary major will culminate in a B.S. Degree, the Modern Language requirement is not applicable.

Total units for Major in Gerontology: 36

Gerontology Minor

Required Courses:

GER 181	Public Policy and Aging	(3)
GER 184	Diversity in Aging in the Soc. Environ.	(3)
GER 188	Adaptations for Elders	(3)
GER 189	Gerontology	(3)
GER 192	Thanatology	(3)

Plus 1 class from the following:

SOC 104	The Family	(3)
SOC 112	Medical Sociology	(3)
SOC 120	Case Management	(3)
SOC 121	Human Services Ethics	(3)

Total units for the minor: 18

Gerontology Certificate

A Certificate in Gerontology is available to those who have previously earned an Associate degree, but now wish to receive training in gerontology in order to prepare for a career in the field.

Required Courses:

GER 120	Case Management	(3)
GER 181	Public Policy and Elders	(3)
GER 184	Diversity & Aging in the Social Environ.	(3)
GER 188	Caregiving and Adaptations for Elders	(3)
GER 189	Gerontology	(3)
GER 192	Thanatology	(3)
SOC 112	Medical Sociology	(3)
SOC 121	Human Services Ethics	(3)

Total units in Gerontology: 21

Gerontology Courses

GER 120 Case Management (3)

A study of the methods and practices utilized by health and human services case managers working in a variety of social service resource settings, such as hospitals, daycare centers, senior centers, non-profit outreach programs, and convalescent facilities. Fundamental business, management and social interaction skills will be highlighted.

GER 138 Non-Profit Management Seminar (3)

This course will introduce managerial theories on leading non-profit organizations. The learning experience includes review of literature, class presentations and active sponsorship of service organizations. A service-learning project integrates theory with practice, requiring team cooperation, planning, and accountability.

GER 181 Public Policy and Aging (3)

This course will examine the origins and development of major U.S. public policy and social welfare programs as they apply to the elderly population with a focus on historical context, contemporary issues, and diversity implications. Students will analyze this population's unique needs based on emerging issues and controversies.

GER 184 Diversity and Aging in the Social Environment (3)

This course will provide the foundational knowledge of working with a diverse aging population in the context of their social environment. It will engage the students' sociological imagination through a multisystemic viewpoint and deepen their understanding of the impact of the environment on individuals in the aging stage of their life course.

GER 188 Caregiving and Adaptations for Elders (3)

This course addresses the multiple challenges caregivers must address in serving the needs of elders. Caregiving, service modalities, and care options are examined. In addition, environmental adaptations that provide optimal conditions for sustained independent living are presented.

GER 189 Gerontology (3)

A cross-cultural exploration of aging as experienced in the United States. Ageism, societal attitudes regarding the elderly, and responses to the aging process, both from the individual and social perspective, are examined. Cultural variation and responses to aging and the social, political, and economic implications of a rapidly expanding aging population in the U.S. and in many regions of the world, will be analyzed. Resource and service availability for the elderly--locally, regionally, and nationally--will also be assessed.

GER 192 Thanatology (3)

A multi-disciplinary and comparative approach to death and dying. The course focus will consist of historical and literary themes, along with cultural responses which have provided understanding, coping, and meaning for the death and dying process.

GER 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

GER 197 Gerontology Internship (3)

The application of the major's program of study through an internship experience. A minimum of 120 hours of on-site experience is required, along with practicum attendance and participation. Internship site to be selected and mutually agreed upon by student and advisor. *Open to majors only and to be taken in senior year of study. Prerequisite: GER 189.*

GER 198 Readings in Gerontology (1-6)

Intensive and independent study in a field of special interest at the culmination of one's gerontology studies.

GER 199 Special Studies (1-6)

A more advanced or specialized treatment of an area covered in the regular course list.

Global Politics

Department Affiliation: History and Political Science

Global Politics with a concentration available in Global Women's Studies

Major Description:

The Global Politics major has been developed within the Mount's social justice framework, with a solid basis in both global context and academic theory. The goal of the major is to foster students who are both engaged in the world at large and academically competitive. Global Politics majors will have a strong background in issues and theory in Global Politics, will participate in international learning experiences and develop research skills in preparation for graduate school as well as a wide array of careers with global emphases. Global Politics majors who opt for the Global Women's Studies concentration will be well grounded in their knowledge of feminist theory at its connections to global politics and development policies. The major serves the Mount's mission of graduating students who are "committed to using their knowledge and skills to better themselves, their environments, and the world." (Mount St. Mary's College Mission Statement)

Global Politics course requirements total: 39 units

B.A. Global Politics

Prerequisite*

POL 2 World Politics (3)

**Need a 3.0 in lower division prerequisite to continue to upper division coursework.*

Language: Global Politics majors are required to take one semester of language above the Mount general studies requirement. **(3 units)**

PLUS

Upper division requirements from Sections A, B and C (33 units)

Section A: (9 units)

GLP/POL 131	International Relations Theory	(3)
GLP/POL 128	Globalization & Interdependence	(3)
GLP/POL 151	Humanitarian Intervention	(3)
GLP 193	Current Topics in Globalization	(3)
GLP/POL 135	International Organizations	(0-3)
GLP/POL 148	Refugees & International Migration	(3)

Section B:** (12 units)

POL 143	Terrorism & Political Violence	(3)
POL 154	U.S./Mexican Relations	(3)
POL 125	U.S. Foreign Policy	(3)
POL 147	Women and Development	(3)
POL 132	Political and Economic Development	(3)
POL 137	Ethnic Conflict and Civil War	(3)
POL 138	International Law	(3)
POL 122	Middle East Politics	(3)
POL 123	African Politics	(3)
POL 124	Latin American Politics	(3)
POL 144	Politics of Europe & European Union	(3)
POL 145	Southeast Asian Politics	(3)
POL 152A	Politics of Modern Japan	(3)
POL 152B	Politics of Modern China	(3)
POL 126	Politics of the Former Soviet Union	(3)
POL 127	Politics of the Global Environment	(3)
POL 138	International Law	(3)
HIS 112	World Economic History	(3)
HIS 25	Cultural and Historical Geography	(3)
ECO 2	Macroeconomics	(3)
CUL 107	Theory and Practice of Culture	(3)
RST 161	World Religions	(3)
PHI 180	Chinese Philosophy	(3)

***Students who opt for Study Abroad can apply 3-6 units taken at host institution towards Section B. Study*

Abroad units must be pre-approved by Global Politics Advisor. One course (or 3 units) in Section B must be taken in the Political or History department.

Section C: (12 units)		
POL 101	Research Methods	(3)
GLP 197	Global Politics Research Seminar	(3)
GLP 199A	Global Politics: Learning in Global Context	(3)
GLP 199B	Senior Project: Independent Research Project	(3)

Global Women's Studies Concentration Only
Students with a Global Women's Studies Concentration must complete: Total 39 units

- Prerequisites for Global Studies (POL 2, 3 units)
- One language course beyond the MSMC general studies requirement (3 units)
- Section A from Global Studies (9 units)
- Section C** from Global Studies (see above) must be completed with a focus on Women Studies. (12 units)
- Section D as listed below (12 units)

****Paper in Global Research Methods, international experiential learning component and senior project must focus on an issue related to women.**

Section D: (6 units)		
GLP /POL 147	Women & Development	(3)
GLP/HIS 109	Global History of Women's Movements	(3)
GLP/HIS 110	History of Political Feminist Theory	(3)
GLP/HIS	Gender in a Global Context	(3)

187		
GLP/HIS 194	Current Topics in Women's Studies	(3)

Plus 6 units from the following list of electives:****

POL 102	Women & the Law	(3)
HIS 107	History of Women in the Middle Ages: Finding a Voice	(3)
HIS 192	Women of Color in the US	(3)
CUL 117	Women's Literature in Translation	(3)
ENG 123	Women's Voices in Literature	(3)
RST 135	Women & Christianity	(3)
RST 23	Spiritual Journeys of Women	(3)
BUS 140	Women's Issues in Business & Economics	(3)

******6 units of 'electives' may be transferred from Study Abroad host institution if the student chooses the Study Abroad option from Learning in a Global Context.**

Global Politics Courses

GLP 109 Global History of Women's Movements (3)

This course will examine the history of women's movements from a global perspective. (See HIS 109)

GLP 110 History of Political Feminist Theory (3)

This course will explore the history of political feminist theory. (See HIS 110)

GLP 128 Globalization and Interdependence (3)

An assessment of globalization and interdependence, and the challenges they pose to the governments of nation-states since the end of World War II. Topics include the global economy and trade; the challenges to national cultural identities and sovereignty; the role of technological advancements; and integration. (See POL 128)

GLP 131 International Relations Theory (3)

A general survey of the institutions, considerations, and ideologies involved in the formation and execution of foreign relations within a world context. Special attention is placed upon international agencies such as the

United Nations and non-governmental organizations. GS-IIIG (See POL 131)

GLP 135 International Organizations (0-3)

Examines the various ways in which international organizations are used to promote the domestic and global interests of international actors. Particular emphasis is placed on promotion and maintenance of world order. GS-IB, IIIG (See POL 135)

GLP 147 Women and Development (3)

Analyzes the impact of development policies on women in developing countries. Topics include the status of women in traditional societies, the gendered allocation of resources, and the informal economy. (See POL 147)

GLP 148 Refugees and International Migration (3)

Examines the politics of mass migration across state borders or within nation-states. Cases studied include forced relocation, refugees of war, and different forms of legal and illegal immigration including the international trafficking of persons. (See POL 148)

GLP 151 Humanitarian Intervention (3)

An analysis of the issues that provoke humanitarian concerns such as civil strife, poverty, epidemics and famine. The development of norms of humanitarian intervention will be a focus of this course. (See POL 151)

GLP 187 Gender in a Global Context (3)

This course will examine gender issues, politics and movements across time and regions. (See HIS 187)

GLP 193 Current Topics in Globalization (3)

This is a survey course designed to cover current issues and themes in the globalization debate.

GLP 194 Current Topics in Women's Studies (3)

This is an upper division course designed to explore new issues and debates in global women's studies. (See HIS 194)

GLP 197 Global Politics Research Seminar (3)

Global Politics Research Seminar. Focus of this upper division research methods course is on qualitative research skills (including interview techniques, field work, the comparative method).

GLP 199A Global Politics: Learning in Global Context (3)

Students are required to complete study abroad/experiential learning trip/internship and complete a research paper analyzing their experience within the framework of the their academic coursework.

Learning in a Global Context:

- Learning in a Global Context must be either a Study Abroad experience, a local or national internship, or an international experiential trip abroad.
- All internships must be for a group/organization/government office with some focus on a global issue or topic.
- All study abroad/internships/course trips or international experiential trips must be pre-approved by the director of the Global Studies major advisor.
- Approved course trips currently include: 1) US/Mexican Relations Border Trip; 2) Global Brigades/Ghana, Honduras, Panama
- Study abroad/exchange programs though Mount St Mary's College are approved for the Learning in a Global Context course credit. If students choose to transfer courses from host institution for the Global Politics major, pre-approval by Global Politics Advisor is required.

GLP 199B Senior Project: Independent Research Project (3)

Senior project course designed with the goal of creating interest in research related fields, deepening critical thinking skills, demonstrating an mastery of the theoretical approaches in the field, and connecting theory and policy. This is a capstone semester.

Health and Human Services

SPA 4

Intermediate Spanish IV

(3)

**Requirements may be met through examination*

DEPARTMENTAL AFFILIATION: SOCIOLOGY

Health and Human Services

Plus all other General Studies requirements for the A.A. Degree.

Health and Human Services Associate in Arts Degree

Within the Department of Sociology, an Associate in Arts degree in Health and Human Services is available on the Doheny Campus. This program prepares students for entry level careers in the social services (e.g., health services, law enforcement, probation, family services and youth services), and for advanced studies in the Baccalaureate program on

the Chalon Campus. In addition to completion of all General Studies courses for the Associate in Arts degree, the following are required:

Courses required for A.A. Degree in Health and Human Services:

SOC 1	Introduction to Sociology	(3)
SOC 6	The Family, Child, and Community	(3)
SOC 7	Introduction to Human Services	(3)
SOC 10	Deviance and Youth	(3)
SOC 13	Anatomy for the Social Services	(3)
SOC 25	Internship: Human Services	(3)
SOC 30	Human Communication	(3)
SOC 49	Multicultural Issues in Healthcare	(3)
SOC 94	Topics in Aging	(3)
PSY 1	Introduction to Psychology	(3)
BIO 10	Health Science	(3)
	OR	
BIO 5	Life Sciences	(3)
BUS 4	Business Foundations	(3)

One Ethics course:

PHI 21, RST 41, RST 45, RST 49, or RST 50

Student may select an emphasis in Bilingual Settings by the addition of the following courses:

SPA 1*	Elementary Spanish I	(4)
SPA 2*	Elementary Spanish II	(4)
	or	
SPA 3A	Accelerated Spanish III	(3)

Healthcare Policy

Departmental Affiliation: History and Political Science

Healthcare Policy

The Healthcare Policy Major is a cross-disciplinary program designed for students seeking a career in the healthcare policy sector. Students will complete courses taught by political science, nursing, biology, and psychology faculty. This program will train students in both the science and politics of healthcare. Students may choose to focus on local, national or international health care policy issues. Students participate in either a travel study that involves a world healthcare issue or an internship in the healthcare field, ensuring an education in both theory and practice. Graduates of this program will be well prepared for positions with pharmaceutical companies; lobbying organizations; government agencies; and healthcare advocacy organizations.

Healthcare Policy B.A. Degree (or Major)

Required Courses

Lower Division: 12 units

POL 1	American Government and Institutions	(3)
POL 2	Introduction to World Politics	(3)
BIO 10	Health Science	(3)
PSY 1	Introduction to Psychology	(3)

Upper Division: 15 units

HCP/POL 112	Healthcare Policy	(3)
POL 101	Research Methods	(3)

POL 102	Women and the Law	(3)
or		
POL 147	Women and Development	(3)

POL 176	Public Policy	(3)
POL 191	Internship	(3)

Approved Healthcare Policy Electives (9)

Total units required for the major: 36

To be eligible to apply to the Accelerated Nursing Program, Healthcare Policy Majors must meet GPA requirements, and complete the following approved electives:

BIO 3	General Microbiology w/lab	
BIO 10	Health Science	
BIO 40A	Human Anatomy w/lab	
BIO 50B	Human Physiology w/lab	
CHE 3	Foundations of Chemistry	or
PHY 1A	Introductory Physics	
PHI 168	Bioethics	
PSY 12/102	Child/Human Development	
SOC 1	Sociological Perspectives	

Other approved Healthcare Policy electives include:

POL 102	Women and the Law	
POL 131	International Relations	
POL 147	Women and Development	
POL 151	Humanitarian Intervention	
POL 180	State and Local Politics	

Courses approved by the Chair of the History and Political Science Department

Students must complete all General Studies requirements and at least a total of 124 units to graduate.

Healthcare Policy Minor

Students wishing to minor in Healthcare Policy are required to take POL 1, BIO 10, NUR 124, POL 176, plus 4 upper division courses approved by the student's academic advisor.

Healthcare Policy Courses

HCP 112 Healthcare Law and Policy (3)

This course examines federal and state law governing healthcare; analyzes competing policy preferences pertaining to healthcare; and explores the political implications of the development and implementation of healthcare law and policy. This course is required for Healthcare Policy majors. This course is cross-listed as POL 112 and may be taken as upper division credit toward the Political Science major, and the Pre-Law minor.

History

DEPARTMENT AFFILIATION: HISTORY AND POLITICAL SCIENCE

The student who majors in History examines and analyzes the heritage of the recorded past in an effort to better understand and evaluate events and developments of the present. Emphasis is placed on American, European, and non-Western civilizations.

Other options are offered in the closely-allied area majors offered in Social Science with emphasis in History, Political Science, and Public Administration.

It is possible to have History and American Studies as a double major. See American Studies. Such a combination is highly desirable and very useful, combining as it does with the general major a specialized study of the character and developing trends of American society.

History B.A. Degree

Courses Required

Lower Division:

HIS 1AB	Western Civilization	(3,3)
HIS 3	World History	(3)

Upper Division:

Nine upper division courses including:

HIS 101	Historical Methods and Historiography	(3)
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Total units in History: 36

History Minor

A minimum of six courses including:

HIS 1A	Western Civilization	(3)
or		
HIS 1B		
HIS 3	World History	(3)

Four upper division History courses.

To declare a minor in History a student must take at least 5 approved courses from Mount St. Mary's College.

Total units in History: 18

History Courses

HIS 1AB Western Civilization (3,3)

An historical study of the major elements in human heritage designed to introduce the student to the ideas, attitudes, and institutions basic to western civilization. GS-IIIC

HIS 3/103 World History (3)

A global perspective on world history, focusing on the major civilizations and their interaction with the environment. GS-IIIC

HIS 5/5H European Leaders and Ideas in Ferment and Flux (3)

A study of the major people and forces which shaped European culture and institutions from the mid-19th century to the present.

HIS 25 Cultural and Historical Geography (3)

A survey of the basic cultural elements of geography, of their correlation with the physical elements, and of the geographic factors basic to the study of history and the social sciences. GS-IIIC, VI

HIS 75 Contemporary America (3)

American life since 1945; national and international problems, the place of the United States in world affairs, and the changing mores of American society. Meets only one general studies requirement, either GS-IIIC or IIIG.

HIS 93ABCD Studies in Selected Historical Problems/Topics (3,3,3,3)

The course will reflect special areas of research by various faculty members and visiting lecturers. The particular areas of study will be announced in the semester schedules.

HIS 101 Historical Methods and Historiography (3)

An examination of modern research and writing methods emphasizing needed skills in preparing research papers. Evaluation of the most significant historians and historical works. *Required for history majors.*

HIS 104 History and Film (3)

An exploration between film and the past that focuses on how film constructs history and how

history can be approached through the study of history.

HIS 106 American Cultural History (3)

An historical perspective on American cultural practices, values, and patterns of representation, focusing not only on "highbrow" sources such as Emerson's essays, but also on movies, music, cartoons, advertising images, and other forms of expression taken from popular culture. Topics include American humor, gender relations, African-American culture, civil religion, the Emersonian tradition, and the West as symbol and myth. GS-IIIC

HIS 107 History of Women in Europe (3)

A survey, from the period of late Roman antiquity through the Christian Middle Ages, of Western perspectives about women written by men as well as "counter-perspectives" written by women themselves. The lives and writings of key women and their contributions to the history of women and modern feminist thought are highlighted, including Hroswitha, Hildegard, Heloise, Marie de France, Julian of Norwich, Margery of Kempe, Christine de Pisan.

HIS 109 Global History of Women's Movements (3)

This course will examine the history of women's movements from a global perspective. (See GLP 109)

HIS 110 History of Political Feminist Theory (3)

This course will explore the history of political feminist theory. (See GLP 110)

HIS 111 Native American History (3)

An introduction to the varied historical experiences of the diverse nations native to North America from the pre-colonial period to the present.

HIS 112 World Economic History (3)

This course will offer a unified explanation for the growth of Western Europe from A. D. 900 to 1900, with particular emphasis on the evolution of economic institutions. These institutions include property rights and wage labor. (See ECO 112.) Meets only one general studies requirement, either GS-IIIC or IIIF.

HIS 113 History and Civilization of Spain (3)

A study of the social, cultural and political history of Spain with an emphasis on the values and institutions which have created modern society in Spain. (See SPA 112.)

HIS 114 Ancient Civilizations (3)

A study of the history, society, literature and religion of the peoples of ancient Egypt, Israel and Mesopotamia. The course covers the dawn of civilization up to the coming of Alexander the Great with emphasis on the influence and contributions of the ancient Near East on the development of "Western" civilization.

HIS 115AB History of Political Theory (3,3) (See POL 117AB.) GS-IIIC

HIS 118 The World of Medieval Europe, 500-1300 (3)

An Exploration of the forces, institutions, and people of the late Roman Empire, the emerging Christian Church, and the Germanic tribes which fused together to create the foundations for Western European civilization. GS-IIIC

HIS 116 Classical Civilization (3)

The development of ancient Greece from the Bronze Age through the Hellenistic Ages. The rise of Rome, its rule of the Mediterranean, and its role as transmitter of the Greek heritage. GS-IIIC

HIS 119 History of the American West (3)

An examination of myth and reality concerning the American frontier experience. Emphasis is placed on the multicultural nature of the American West and on the role and experience of women in settling it.

HIS 120 The Sixties (3)

An examination of the foreign policy, domestic politics, and social and cultural developments of the 1960s. Topics include the Vietnam War; the student, civil rights and anti-war movements; the counterculture, second-wave feminism, and the New Right.

HIS 123 American Revolutions (3)

Focuses on periods that constituted major turning points in the history of the United States, including the Revolutionary period and early Republic, the Civil War and its aftermath, FDR's New Deal, and the sixties.

HIS 124 History of the Middle East (3)

An examination of the development of major Islamic civilizations to the emergence of the contemporary nation states. Emphasis on the origins of the Turkish-Christian and Arab-Jewish conflicts. (3)

HIS 126 Department Seminar (3)

This course is limited to juniors and seniors and provides an in-depth examination into an historical topic. Research and writing skills are

emphasized; a major research paper is required.
Prerequisite: His 101.

HIS 27/127 History of 20th Century Europe (3)

This course will examine how two world wars and the dramatic and far reaching Russian Revolution have shaped the first half of the twentieth century while the second half witnessed the blooming of the European Union and the disintegration of the U.S.S.R. Within this European historical context we will survey the major intellectual and cultural movements that have informed our still young twenty first century.

HIS 130 Colonial Latin American (3)

A survey of Latin America from the period of conquest and colonization through the nineteenth century movements for independence.

HIS 131 History of Religion in North America (3)

An historical survey of the North American religious experience from colonial times to the present. Topics include African-American religion, Puritanism, evangelical revivalism, religion and politics in antebellum reform, Mormonism, Spiritualism, and New Thought, religion's response to urbanization, industrialization, immigration, religion and science, religion and politics from the radicalism of the 1960s to the neoconservative evangelism of the contemporary period, New Age religion, and women and religion. Although the course emphasizes Christianity, it includes brief examinations of the historical experience of Native Americans, Jews, and Muslims.

HIS 132 Civil Liberties (3)

A critical study of the evolution of civil rights in the United States.

HIS 133 Political Biography (3)

History approached through the biographies of major political, social, and cultural actors, American and non-American.

HIS 145 Europe from the Renaissance to the Enlightenment, 1300-1789 (3)

Students are invited to probe the intellectual and artistic flowering of the Renaissance as well as its political and economic foundations; further investigation will focus on the intellectual, social, religious and political complexities of the Reformation era as well as its major religious and political personalities. The European search for security and the effort to reconcile the Old Regime with the New Science

of the Enlightenment. An examination of the attempts to maintain the political balance and growth of forces leading to the modern world. GS-IIIC

HIS 146 Europe: The Age of Revolution and Nationalism, 1789-1871 (3)

A study of class conflicts, culture and nationalism in the period from the beginning of the French revolution to the unification of Italy and Germany and the Commune of Paris. The intellectual and artistic achievements of figures such as Goya, Beethoven, Stendhal, Darwin, Marx, and Wagner will be treated in relation to the political, social, and cultural trends of this period. GS-IIIC

HIS 147 Europe: The Age of Imperialism and Totalitarianism, 1871-1945 (3)

The history of Europe in the German era from the establishment of the Second Reich to the collapse of the Third. A study of society and culture in nations preparing for and conducting total war. The intellectual and artistic achievement of figures such as Nietzsche, Freud, Mann, Nijinsky, Orwell, and Picasso will be treated in relation to the political and intellectual currents of the period. GS-IIIC

HIS 150 An Introduction to Asian History (3)

Introduction to the major themes in the social, cultural, religious, and political development of Asia; principally India, China, and Japan. Examines and compares the history of these civilizations from pre-history to the early twentieth century. GS-IIIC

HIS 151 Advanced Studies in the History of Modern Japan (3)

An examination of the rapid transition of the feudal Japan of the Shogun to the modern technological state. This course will probe the events that brought changes in government, family, religion, education, industry and foreign relations from 1600 to 1952. (*See POL 152A*) GS-IIIC

HIS 152 Advanced Studies in the History of Modern China (3)

An emphasis on the development of Modern China through a biographical approach. Personalities such as the Empress Dowager, Sun Yat-Sen, Mao Tse Tung and others will provide insights into the evolution of the Chinese state. (*See POL 152B.*) GS-IIIC

HIS 154 The History of Modern Mexico (3)

This course on Modern Mexico examines the social, cultural, political and economic forces that have shaped contemporary Mexico.

HIS 162 History and Civilization of Latin America (3)

A survey of pre-Columbian and Latin American social and cultural history, with stress on the values and institutions which have created modern society in the Latin American world. (See SPA 44/144.) GS-VI

HIS 165 History of the Spanish-Speaking Peoples of the United States (3)

A study of the Spanish-speaking peoples in the United States today. The history, contemporary status, and emerging future of the Mexican Americans, with attention to the Puerto Ricans, Cubans, and other communities of importance to Southern California. (See SPA 145.)

HIS 171 The United States from Colony to Republic, 1607-1800 (3)

The American Revolution, Confederation, and Union under the Constitution; the social, economic, and cultural development of the United States to 1800. GS-IIIC

HIS 172 The Kennedys (3)

Traces the history and influence of one of the dynastic families in American politics, the Kennedys. It focuses especially on President John F. Kennedy and Senators Robert Kennedy and Edward (Ted) Kennedy and pays particular attention to the assassinations of JFK and RFK. The contributions of the Kennedy women also are covered.

HIS 173 The United States in the 19th Century (3)

Social, economic, political development from the early national period through the Gilded Age, with special emphasis on the Civil War, including the underlying causes of the conflict and its consequences for American civilization. GS-IIIC

HIS 174 Hitler and the Third Reich (3)

Examines the rise and fall of Nazism in Germany from the 1930s to the end of World War II. In addition to the biographies of top officials, including Adolph Hitler, special attention is paid to the development of the "final solution" that resulted in the Holocaust.

HIS 175 The U.S. in the 20th Century (3)

United States social, economic, political and cultural development from the Progressive Era to the present, including World Wars I and II, Korea and Vietnam, the Great Depression, the Cold War, Women's suffrage, the Civil Rights Movement, and the globalization of American culture during "The American Century." GS IIIC

HIS 176 The Harlem Renaissance (3)

Examines the cultural flowering of African American literature, art and music in New York's Harlem in the 1920s. The course focuses on the works of major poets, novelists, artists, and leaders in the context of race relations of the period.

HIS 178 Diplomatic History of the United States (3)

A survey of the factors entering into the formation and the carrying out of American foreign policy, with emphasis on twentieth century developments and post World War II problems. GS-IIIG

HIS 179 Constitutional History of the United States (3)

A study of the U.S. Constitution and Supreme Court decisions interpreting issues of separation of powers, judicial review, the Commerce Clause and the Tenth Amendment. *Prerequisite: Pol 1.* Meets only one general studies requirement, either GS-IIIC or IIIG.

HIS 180 Current Constitutional History (3)

A study of the U.S. Constitution and Supreme Court decisions focusing on the Bill of Rights as applied to both federal and state jurisdictions. *Prerequisite POL 1.* Meets only one general studies requirement, either GS-IIIC or IIIG.

HIS 181 Modern Presidential History (3)

A study of 20th Century presidents and how their personalities and styles of leadership influenced political trends. A comparative analysis of crises and leaders will be the major emphasis. GS-IIIC

HIS 184 Radicalism and Dissent (3)

A look at American history and society through the eyes of those on the margins, including religious "come-outers," Wobblies, anarchists, sixties radicals and flower children, and contemporary eco-terrorists. GS-IIIC

HIS 185A African American History: American Slavery, 1619-1865 (3)

Slavery as an economic and social institution from its introduction to the English colonies in 1619 to its abolition following the Civil War in 1865. GS-IIIC

HIS 185B African American History: Emancipation to the Modern Era (3)

Social, political, economic, and cultural history of African Americans, with emphasis on how African Americans achieved legal and political equality with the American system. African American cultural expression, Black

Nationalism, and changing race relations throughout the history of the United States. GS-IIIIC

HIS 185C/185CH Race and Racism in American Life and Thought (3)

The evolution and role of race constructs in American social and intellectual history, including law and politics, art and the media, and evolving social mores from Colonial America to the late 20th Century. GS-IIIIC

HIS 186/186H Gender in American Life and Thought (3)

The evolution and role of gender constructs in American social and intellectual history including law and politics, art and the media, and evolving social mores from Colonial America to the late 20th Century.

HIS 187 Gender in a Global Context (3)

This course will examine gender issues, politics and movements across time and regions. (See GLP 187)

HIS 188 California History (3)

Social, economic, cultural, and institutional development of California through the Spanish, Mexican, and American periods. GS-IIIIC

HIS 191 Major Issues in the United States Women's History (3)

A topical study of women's struggle and evolving role in American life throughout American history. Among the areas considered are politics and public life, economics and business, art and culture, family relationships, gender roles and expectations, and the race/gender nexus. GS-IIIIC

HIS 192ABC Women of Color in the U.S. (3,3,3)

This course explores the experiences of women of color in the United States through history, literature, and film. Each semester the course focuses on a single group of women of color. The course may be repeated for credit.

HIS 193ABCD Studies in Selected Historical Problems/Topics (3,3,3,3)

Each course will reflect special areas of research or interest by various faculty members and visiting lecturers. The particular areas of study will be announced in the semester schedules.

HIS 194 Current Topics in Women's Studies (3)

This is an upper division course designed to explore new issues and debates in global women's studies. (See GLP 194)

HIS 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

HIS 197ABC Readings in Historical-Literature (1-3)

Individual programs of reading on significant historical topics or fields. Designed to acquaint the student with pertinent books of the past and present. *Limited to majors in history.*

HIS 198 Internship in Public History (3)

Students serve a supervised internship in a selected museum or public history site.

Master of Arts in Humanities

DEPARTMENT AFFILIATIONS: ENGLISH, LANGUAGES AND CULTURE, AND HISTORY

The **Master of Arts in Humanities** is an **interdisciplinary degree**, which includes courses from English, Creative Writing, Cultural Studies, and History as well as philosophy, art, music, and others. Students may spread their required units among all of these or choose a concentration in English, History, Cultural Studies or Creative Writing (approval is required for the latter). Most of the courses are designed to include more than one subject—such as science and literature; the novel as history; Wagner and Tolkien, etc.—to encourage thinking beyond disciplinary lines.

Students will have the opportunity to nurture the habit of life-long learning through the study of works by the great thinkers and imaginative artists of the past and present who have reflected on the meaning of God and the universe, on nature and time, and on what it means to be human. They will learn how the study of the Humanities can enhance their professional as well as personal and spiritual lives.

Emphasis is placed on oral and written communication skills, on critical and analytical thinking, and on creative, interdisciplinary problem solving.

The Master of Arts in Humanities is a 30-unit program culminating with an original work which may take the form of a master's thesis or a creative project and accompanying essay.

Admission Requirements

- Completion of a Baccalaureate degree from a regionally accredited institution of higher education
- Cumulative grade point average of 3.0 on a 4.0 scale
- Two letters of recommendation
- A personal statement
- Entrance test and interview with an advisor

Core Courses (9 units): Students are required to take at least one course in each of these areas: English, Cultural Studies, and History. Each seminar features a research and writing component designed to help prepare students for their final thesis or project. Students may take these courses in any order as long as they complete one seminar in each of the three areas. Any of these courses may be repeated as the topic varies.

Students are also required to take HUM 298A Introduction to Humanities, and HUM 298C Graduate Writing Review, in either their first or second semester in the program. These courses are designed to acquaint students with the humanities tradition from classical antiquity to the present and to help students make the transition into graduate school by providing a review of research methodology, formats, and procedures for academic writing.

Elective Courses (15 units): The remaining five courses may be chosen from interdisciplinary classes that offer students the opportunity to explore the interrelatedness of various disciplines of study.

Concentrations: With the guidance of

a faculty advisor, a student may elect to earn a concentration by completing a total of four courses (12 units) in one of the core disciplines—English, Cultural Studies, or History. Also, a student may elect to have an emphasis in Creative Writing if approved. To qualify, a student must be approved by the creative writing panel. To qualify students must complete four or more courses in creative writing with a grade of A- or better from the following classes: Children's Literature (229); Fiction (230); Poetry (231); Screenwriting (232); Non-Fiction Writing (233); Screenwriting Special Topics (238); Playwriting (246); Advanced Playwriting (247); and Memoir. (In special cases, a student may petition to have one B+ grade waived if extenuating circumstances applied. The committee will review the petition and vote on whether or not an exception will be made). After completing the four creative writing classes, the student may submit a proposal for the creative thesis to the Humanities Program Director.

Culmination Course (3 units): To complete the Master's degree, each student submits an original, graduate-level project or thesis. This work is done under the supervision of a faculty advisor. If a student chooses to do a project in place of a traditional thesis, a written component is required that places the project in a context that reflects the student's cumulative experience in the program. Application forms and guidelines are available from the Program Director.

Students are encouraged (but not required) to consider a project or thesis that draws upon the resources of the community surrounding the Doheny campus. Faculty as well are

encouraged to draw upon this racially and culturally diverse neighborhood in designing the content and methodology of their courses.

HUM 298A Introduction to the Humanities (3)

This workshop, taken in the student's first or second semester, explores the concept and interdisciplinary nature of the Humanities tradition from Classical Antiquity to the Modern Era and provides an introduction/review of graduate level research methods and academic writing. *Required.*

HUM 298B Advanced Research for Humanities (1-3)

This seminar/workshop is suggested for students working on their capstone projects. It will emphasize skills that are relevant to handling large scale research projects. Students will learn how to manage a diverse body of resources from digital and print sources, manage time effectively for research and writing, revise for submission or publication, and present in a formal environment.

HUM 298C Graduate Writing Review (3)

Review of basic writing skills; taken in the first or second semester. *Required* for those who do not test out. Does not fulfill any course requirement, nor does credit apply to the Master's degree.

HUM 298D Grammar Review (1)

A one-unit review of standard grammar and punctuation for those students needing a refresher or first-time instruction in the rules of written English. Does not fulfill any course requirement, nor does credit apply to the Master's Degree.

HUM 299A Approaches to Teaching (1)

This one-unit class provides instruction and practice in pedagogical method. Students act as Teaching Assistants during the term under the guidance of an assigned lead professor. Students also read and discuss articles on pedagogical issues and submit an essay at the end of the semester. In addition, successful completion of the course depends upon a positive report submitted by the lead professor. The class meets at the beginning of the semester for Teacher Training and again on the final weekend on for half a day. During the semester, students meet for one hour lunches during teaching weekends to discuss practices and issues that arise in their classrooms.

Prerequisites: To be eligible, students will have completed their Humanities coursework and be at the thesis-writing stage. Course repeatable up to three times with approval of the Humanities Committee.

HUM 299B Internship (1-6)

The internship is designed to apply Humanities education to a "real world" setting. On-site experience is required and the number of hours will determine the number of units earned. Development of a professional portfolio, including a positive report submitted by the supervisor, and a report on the experience are required at the completion of the course. Internship is selected and mutually agreed upon by student and professor.

Humanities Core Courses

The following are broad general categories that encompass specific courses designed by individual instructors. Any of the below may be repeated as the topic varies and may be offered for one, two, or three units.

Humanities: Cultural Studies Courses

HUM 270CS The Immigrant Experience (1-3)

Explores the perspective of men and women who have left their homelands to live temporarily or permanently in new cultures.

HUM 271CS Landscapes and Timelines: The Development of Social Units Around the Globe (1-3)

Studies the chronological development of social units around the world from the beginning of time to the present with emphasis on the community and the individual.

HUM 272CS Sex and Gender (1-3)

Using the perspective of gender as a social construct, these courses explore how the roles of men and women differ with different societies, looking at rites of passage, attitudes and values around marriage, age-based and socio-economic perceptions of "other," as well as variance in attitudes toward sexual behavior.

HUM 273CS The Faces of Spirituality (1-3)

These courses look at how various cultural groups conceptualize spirituality and worship, and how such ideas determine people's perception of, and relationship to the cosmos.

HUM 275CS Culture Through Film (1-3)

Films as visual literature afford direct access to the hidden world of culture. These courses analyze through film a selected number of cultures from different parts of the world. Using a comparative approach to understand these films as texts, we parallel the traditional study of literature, but with the specific intent of studying culture.

HUM 276CS Aesthetics and Taste (1-3)

The objective of this course is to understand the many different criteria for, and conceptions of, what is perceived to be "beautiful" and "good" across global cultures. A wide selection of topics will be explored, such as fashion and taste; inner and outer beauty; and creative representations of beauty in music, dance, architecture, and art.

HUM 277CS Culture of Time and Space (1-3)

These two universal and all-encompassing dimensions are conceived of and understood with considerable variation in different societies. The issue of time as duration, of monochronic and polychronic time will be explored, as well as the field of proxemics which is the study of how people conceive and use space—social, visual, auditory, and architectural space among others.

HUM 278CS The Silk Road: A Cultural Mosaic (1-3)

This course will study the historic Silk Road, its historical evolution and the cultural geographical aspects of cultural regions along the road, cultural diffusion especially of art and religious ideas, cultural integration, human landscapes, and human ecology.

HUM 279CS Biography, Autobiography and Anthology (1-3)

Personal accounts of men and women who have had a global impact across cultures and time. Topic will be determined by the instructor.

HUM 280CS Culture and Literature (1-3)

Takes a cultural approach to literature from the U.S. and around the world.

HUM 281CS Myths Across Cultures (1-3)

Studies significant patterns of world myths, fairy tales, folk lore, and theories of mythology as both a reflection of culture and of universal human themes.

HUM 282CS The Early Modern Experience (1-3)

This course will focus on the era that gave rise to Humanism, printing, the Renaissance, and

the European encounter with the Americas. Particular emphasis on the interaction of cultures, languages, and religions.

HUM 284CS Cultural Studies Through Travel (1-3)

These thematic courses explore special topics in cultural studies in an on-site setting. Courses include traditional lecture and class discussion as well as field experiences related to the subject under study. For TS courses offered by departments other than Humanities, students will register for HUM 295 and submit the proper IS form with stipulates that students will plan a series of readings, papers, journals, etc. focused on a specific topic or area of interest and will enlist an instructor to oversee the project. Together, student and instructor will establish a timeline, goals, and requirements for completion. These must comply with the MSMC requirements stated on the form.

HUM 289CS Special Topics in Cultural Studies: (1-3)

Explores areas of special interest in cultural studies. May be repeated as topics vary.

Humanities: English Courses

HUM 203E Literature through Travel Study (1-3)

These thematic courses explore special topics in literature in an on-site setting. Courses include traditional lecture and class discussion as well as field experiences related to the subject under study. For TS courses offered by departments other than Humanities, students will register for HUM 295 and submit the proper IS form which stipulates that students will plan a series of readings, papers, journals, etc. focused on a specific topic or area of interest and will enlist an instructor to oversee the project. Together, student and instructor will establish a timeline, goals, and requirements for completion. These must comply with the MSMC requirements stated on the form.

HUM 212E Classical Literature (1-3)

Looks at writings from ancient times—such as Homer, Virgil, Ovid—in translation. May include non-western texts. Instructor determines focus.

HUM 234E British Literature (1-3)

A series of courses that focus on British literature. Instructor will determine the scope and emphasis of the class.

HUM 235E American Literature (1-3)

A series of courses that focus on American literature and the American experience. Instructor will determine the scope and emphasis of the class.

HUM 239E Period Studies (1-3)

A series of courses that cover major works of literature in the context of their literary/historical period from the Medieval to Modern eras. Instructor will determine the scope and emphasis of the class.

HUM 240E Genre Focus (1-3)

A series of courses focused on genres (poetry, novel, etc.). These courses may choose to study the history of a particular genre or may study a series of works all of which fall within a single genre. Instructor may choose an interdisciplinary approach, e.g., Poetry and the Visual Arts ; Science and the Novel.

HUM 241E Literary Theory (1-3)

This course is an introduction to the major critical theories and practice in applying the theories to literature. The course may offer an historical overview or focus on more recent theories beginning with New Criticism or Poststructuralism.

HUM 242E The Gothic Tradition (1-3)

The Gothic novel came into its own in the mid-eighteenth century but had its heyday in the nineteenth century. This course offers a variety of approaches to the topic, ranging from vampire literature to female Gothic, to race, gender and imperialism in Victorian Gothic and/or American Gothic, depending on the instructor.

HUM 243E Voices From the Margins (1-3)

A series of courses on literature written by American women and minorities or explore themes relevant to the minority experience.

HUM 244E World Literature in Translation (1-3)

Interdisciplinary study of works in world literature representing a variety of periods, themes, and genres. Instructor will determine the scope and emphasis of the class.

HUM 245E Single Author Seminar (1-3)

In-depth study of a single author such as William Faulkner, Tennessee Williams, Shakespeare, etc. using a multi-disciplinary approach.

HUM 249E Special Topics in Literature (1-3)

Open topic to be determined by instructor. May be repeated as topic varies. (See Eng 192)

Humanities: History Courses**HUM 250H Political Theory (1-3)**

This course examines political theory as an organizing principle of governance and its influence on social, political, and economic structures in society. The instructor may focus on any one, or several, major political theories and theorists.

HUM 251H The Survival of Democracy in America: Alexis De Tocqueville and His Critics (1-3)

This course examines the fragile nature of democracy, and the political and social institutions that can serve to strengthen it through an examination of Tocqueville's classic work, *Democracy in America*. Students will consider Tocqueville's critics, the relevance of Tocqueville's analysis under current political conditions, and assess his predictions for the survival of democracy in America.

HUM 252H Great Historical Figures (1-3)

Looks at the achievements and contributions (or crimes) of great men and women from all historical periods and how they made a lasting impact on the world. Specific subject and era to be chosen by the instructor.

HUM 253H Critical Eras in US History (1-3)

This course will examine historical, social, economic, and cultural issues during a specific era in US history chosen by the instructor.

HUM 254H Critical Eras in Asian History (1-3)

This course will examine historical, social, economic, and cultural issues during a specific era in Asian history chosen by the instructor.

HUM 255H Critical Eras in African History (1-3)

This course will examine historical, social, economic, and cultural issues during a specific era in African history chosen by the instructor.

HUM 256H Critical Eras in Latin American/Caribbean History (1-3)

This course will examine historical, social, economic, and cultural issues during a specific era in Latin American or Caribbean history chosen by the instructor.

HUM 257H Critical Eras in European History (1-3)

This course will examine historical, social, economic, and cultural issues during a specific era in European history chosen by the instructor.

HUM 258H Critical Eras in Middle Eastern History (1-3)

This course will examine historical, social, economic, and cultural issues during a specific era in Middle Eastern history chosen by the instructor.

HUM 259H Racism, Antisemitism, and Genocide in the Modern Age (1-3)

This course will examine issues of racism, antisemitism, and genocide during a specific era in history chosen by the instructor.

HUM 260H Roots of the Holocaust in Western Culture: Antisemitism from Antiquity to the Shoah (1-3)

This course will study the origins of antisemitism in Western culture, from its roots in the first century of the common era through the Middle Ages. The course will further examine the connection between the roots of antisemitism and the Nazi Holocaust of the twentieth century.

HUM 261H African American History: Seeking Liberation (1-3)

A series of thematic courses that explore the African American experience from slavery through contemporary times, studying such issues as legal, social, and political struggles for equality, civil rights, Black nationalism, and Black political movements.

HUM 262H African American History: Culture and Image (1-3)

A series of thematic courses that explores the Black image in American culture through time, including Black imagery in literature, film, advertising, music, and myth. The course will also explore what role the popular image had on the status of Blacks in American society.

HUM 263H African American History: Building Community (1-3)

A series of thematic courses that explore the African American experience of community building in the United States in all its manifestations, including religious, social, professional, and utopian communities.

HUM 264H Culture and History (1-3)

A series of thematic courses that explores history from the perspective of popular culture,

including literature, art, film, television, and other cultural expressions of the time period studied.

HUM 265H Gender and History (1-3)

A series of thematic courses that explores history from the perspective of gender, including all expressions of feminine and masculine societal relations. The course may also explore issues of sexuality and sexual identity.

HUM 266H Religion and History (1-3)

A series of thematic courses that explores religion as an organizing principle or driving force in history.

HUM 267H Commerce and History (1-3)

A series of thematic courses that explores history through the perspective of business, technology, economics, and wealth.

HUM 268H History through Travel/Study (1-3)

These thematic courses explore special topics in history in an on-site setting. Courses include traditional lecture and class discussion as well as field experiences related to the subject under study. For TS courses offered by departments other than Humanities, students will register for HUM 295 and submit the proper IS form with stipulates that students will plan a series of readings, papers, journals, etc. focused on a specific topic or area of interest and will enlist an instructor to oversee the project. Together, student and instructor will establish a timeline, goals, and requirements for completion. These must comply with the MSMC requirements stated on the form.

HUM 269H Special Topics in History (1-3)

Individually designed courses that explore historical questions or topics related to the instructor's special expertise.

Humanities Electives

HUM 201 The Humanities Through Art (1-3)

Offers interdisciplinary topics in the study of visual art. Subject, era, and focus to be determined by the instructor.

HUM 202 The Humanities through Philosophy (1-3)

Courses examine interdisciplinary topics in the study of philosophy. Subject, era, and focus to be determined by the instructor.

HUM 207 Topics in Religious Studies (1-3)

A series of courses that focus on topics related to the study of religion, both Christianity and world religions.

HUM 211 Explorations of Non-Western Ideas (1-3)

Interdisciplinary exploration of non-Western ideas—expressions and perspectives of India, China, Japan, Africa, and Southeast Asia—focusing on the broad themes of individual, society, creativity, and cosmos.

HUM 222 Charles Darwin: His Life and His Legacy (1-3)

Biology, sociology, psychology, even theology, literature, and the arts have all been shaped by the Darwinian paradigm. Politicians struggle with the impact of his theories, which continue to drive the most fundamental questions: "Who are we, and where did we come from?" This course looks at the historical Darwin and the contemporary understanding of Darwinism on post-modern life.

HUM 224 20th Century World Views (1-3)

Surveys contemporary world views, including some that profoundly shaped the world in the 20th Century, and now define the 21st Century. Includes such modes of thought as idealism, phenomenology, existentialism, hermeneutics, Marxism, critical theory, psychoanalysis, structuralism, post-structuralism, deconstruction, postmodernism, and feminism. Thematically, our interdisciplinary concern will be with such issues as the rise of Humanism and the reaction against it, the flirtation with Marxism, the rise of the women's movement, the loss of colonial empires, etc

HUM 225 Special Topics in Humanities (1-3)

May be repeated as topic varies.

HUM 295 Directed Individual Study (1-3)

May be repeated for credit. Must comply with the MSMC requirements stated on the DS form.

Humanities: Creative Writing

Note: *Creative Writing courses may not be used for English credit. All creative writing courses are repeatable one time with the permission of the Humanities Program especially if the course emphasis changes, i.e. Comedy to Drama. Only new work may be submitted for credit.*

HUM 229C Children's Literature (1-3)

This class studies and produces literature for children, ranging from writing texts for picture books to drafting short stories and longer fiction for young adult readers. Focus will be determined by the instructor. May be repeated as topic varies.

HUM 230CW Fiction (1-3)

Through both reading and writing, this class delves into considerations of elements of "style," and "voice," exploring character development, plot, dialogue, time, place, stream of consciousness, and suspension of disbelief. Type of writing ranges from short pieces of fiction to chapters for novels. Method of instruction also varies with the instructor and may include "workshop" in which each student's writing is read by the rest of the class for constructive criticism.

HUM 231CW Poetry (1-3)

In this workshop students will write their own poems with guidance, prompts and forms given by the instructor. They will share their work with classmates for constructive criticism. Expect wondrous things to happen!

HUM 232CW Writing for Screen and Television (1-3)

An introduction to the craft of script writing for an original motion-picture screenplay or teleplay, with emphasis on story structure, character, and the language of film. Students study produced screenplays and pilots; write exercises in character development, scene construction, dialogue, and description. Expected to complete first act of an original screenplay or a treatment and two acts of an original television pilot.

HUM 233CW Non-Fiction Writing (1-3)

A form of non-fiction, essay writing, was considered high art in the eighteenth and nineteenth centuries. Today, it's nearly a lost art. Students are re-introduced to the essay and other non-fiction for that include memoirs, journals, and letters.

HUM 234CW Advanced Screenwriting (1-3)

For those students who have taken HUM 232CW and would like to continue their writing in an intensive workshop. This course assumes knowledge of screenplay basics such as screenplay format, act structure, and treatments. Students will make significant progress in completing a screenplay or television pilot during the semester. *Prerequisite: 232CW or permission of the instructor.*

HUM 246CW Playwriting (1-3)

An introduction to the craft of writing for the stage, based on the elements of the traditional stage. Students will draw upon classical forms to create plays that are suitable for the modern theatre of today.

HUM 247CW Advanced Playwriting (1-3)

Students are expected to have some knowledge of the history and elements of classical and traditional drama. They will draw upon those forms to create plays that are marketable in today's more open and flexible theatre.

Prerequisite: HUM 246CW or permission of the instructor.

HUM 248CW Special Topics in Creative Writing (1-3)

May be repeated as topic varies.

Humanities: Capstone Courses**HUM 296A Capstone Project Proposal Workshop (1)**

Workshop prepares students for their proposal for the final project. Student should have completed 24 units before registering for this course. This workshop is graded for course credit. Required.

HUM 296B Capstone Project (2)

Students may elect to do a Master's thesis or a creative project under the direction of a faculty advisor. Before registering for the project, students must complete HUM 296A and must have their proposals approved by their advisors, the Humanities Committee, and the Director of the Program. Forms and guidelines are available from the Program Director. Required.

HUM 297ABCD Capstone Project Continuation (1,1,1,1)

Students may register for additional units if necessary to complete the final project/thesis.

Japanese

DEPARTMENT AFFILIATION: LANGUAGE AND CULTURE

Japanese Courses

The department of Language and Culture offers two semesters of Japanese that can be taken to fulfill the General Studies language requirement. All Japanese courses can be taken as electives.

JPN 1 Elementary Japanese I (4)

This course develops the student's four communication skills. The course reviews selected grammar, builds vocabulary and Kanji. The different levels of politeness in speech are introduced. The course also covers topics that enhance the student's awareness and understanding of Japanese culture. **GS-IV**

JPN 2 Elementary Japanese II (4)

This course continues perfecting the student's four communication skills. By extensive aural/oral and reading/writing exercises, the student achieves further proficiency in the target language. It focuses on building vocabulary, idiomatic expressions, and Kanji to help students discuss and write essays with enough ease on selected topics including Japanese culture, literature, and history. **GS-IV**

JPN 3 Intermediate Japanese I (3)

This course continues developing the student's four communication skills in Japanese: speaking, listening, writing, and reading. It consists of reviews of Japanese grammar, vocabulary building, and expansion of Kanji. Oral discussion and conversation are based on selected topics appropriate to the level. *Prerequisite: Japanese 2*

JPN 4 Intermediate Japanese II (3)

This course concentrates on further perfecting the student's four communication skills. It focuses on the review of functional Japanese grammar with emphasis on idiomatic construction and expression. The difference between spoken and written Japanese, and different levels of politeness in speech are studied along with select features of Japanese culture, history, art, literature, and Japanese political and economic system. *Prerequisite: Japanese 3*

JPN 5 Practical Conversation Japanese (1)

This course is designed to develop effective oral communication skills. It focuses on the use of practical phrases, idiomatic expressions, and useful vocabulary suitable for various situations, and develops the ability to communicate in a given situation. The Japanese writing systems are not introduced in this course. Provides a basic understanding of the culture of modern Japan. This course does not fulfill the language requirement. *Prerequisite: None*

JPN 194 Travel/Study

Pre-travel lectures, readings, and sessions of learning and using basic Japanese conversation as well as guided tours in the country serve as basis for a study/travel program, with each participant developing a project highlighting the travel experiences. *Prerequisite: None*

Journalism and New Media

DEPARTMENT AFFILIATION: ENGLISH

Media is no longer limited to the traditional forms of television, radio, and movies. The internet and new technology have taken media to a whole new level.

The Journalism and New Media Major at Mount St. Mary's College gives our students a solid foundation in writing and critical skills, along with a thorough education in television, radio, film, and the ever-growing world of the internet.

We give our students a foundation to become the new voices in society, so they participate and have a profound, meaningful influence upon the world.

Journalism and New Media B.A. Degree

Required Core Courses (18 units):

JRN 101/	Basic News Writing	(3)
FLM 126		
JRN 102	Advanced Reporting & News Writing	(3)
JRN 110	Ethics & Legalities	(3)
ENG 107	Professional Writing	(3)
ENG 108	The News Media	(3)
JRN 190/	Internship	(3)
FLM 197		

At least two (2) of the following (6 units):

JRN 96/	Oracle Newspaper	(3)
196		
JRN 120	Investigative Reporting	(3)
JRN 130	In-depth Social Issue Reporting	(3)
ENG 109	Writing, Voice & View	(3)

At least four (4) of the following (12 units):

FLM 133	Culture, Music & Broadcasting	(3)
FLM 147A/	Newscasting	(3-6)
147B		
FLM 155	ProTools Essentials	(3)

FLM 156	On-Screen Acting	(3)
FLM 157	eMedia	(3)

Total units required for B.A. in Journalism & New Media: 36

Plus general studies requirements and electives totaling at least 124 semester units, including foreign language requirement.

Journalism and New Media Courses

JRN 101 Basic News Writing (3)

An introduction to writing for news including broadcast, websites and other news formats (online and print). Instruction will include in-class writing assignments on deadline, out-of-class reporting assignments, and writing to video. Students will also learn basic legal guidelines for news gathering and reporting. Contributions to "The Oracle" will be included. (See FLM 26/126)

JRN 102 Advanced Reporting and News Writing (3)

Reporting techniques and intensive experience in identifying news sources, interviewing, researching, and constructing the story. Practice in a variety of types of journalistic writing. Emphasis on journalism ethics and law. Prerequisite: JRN 101 or equivalent.

JRN 110 Ethics & Legalities (3)

This course explores the ethical and legal aspects in the field of journalism. Legal issues will include access, confidential sources, impersonation, privacy, fair use law, basic internet law and libel. Ethical issue will include plagiarism, dealing with victims of tragedy, "ambush" interviews, personal political activism, conflicts of interest and accountability.

JRN 120 Investigative Reporting (3)

An advanced Journalism class, this course will focus on building the skills and techniques of investigative reporting including use of the Freedom of Information Law, access to public records, searching criminal records, use of databases, verifying information and interview techniques. Pre-requisites: JRN 101, 102 & 110.

JRN 130 In-depth Social Issue Reporting (3)

An advanced Journalism class on in-depth reporting on current social issues that impact local communities. Social issues such as health, education, race relations or the environment

will be explored through reporting techniques that include surveying local communities, computer-aided reporting, database information analysis and in-the-field interviews. Prerequisites: JRN 101,102 & 110.

JRN 96/196 Oracle Workshop (3-9)

Guides students through the monthly production of the student newspaper. Addresses all aspects of production including reporting, writing, editing, layout and advertising. May be repeated for credit.

JRN 190 Internship (3-9)

Internship site is to be selected and agreed upon by both student and Program Director. For majors only. Student must be able to provide own transportation to internship site. May be repeated for credit. (See FLM 197)

Korean

DEPARTMENT AFFILIATION: LANGUAGE AND CULTURE

Korean Courses

The department of Language and Culture offers Korean that can be taken as elective credit.

KRN 1 Elementary Korean I (1-4)

Korean 1 develops basic communication skills that the student practices in Korean culture environment.

Language and Culture

The Department of Language and Culture offers Spanish, French and Japanese programs carefully designed to provide students with the necessary tools to interact effectively in a multicultural social or professional environment. In order to sharpen their skills, students are encouraged to use the latest technology, do service learning, and study abroad. The Department offers B.A. and Emphasis in French and Spanish. Minors in Spanish, French and Cultural Studies, and Japanese and Chinese classes.

In this age of globalization, communicating with the rest of the world has never been more important. For communication to truly take place, we must understand not only the words but what is behind them; we must understand how people of different cultures think and act, and why. We must understand their culture.

Culture is the set of beliefs, values, traditions and the history that has shaped the minds and rituals of any given group. Understanding cultures and having proficiency in their languages open a wide array of career opportunities, not only in the world of business, but also in any aspect of a service career such as health, education, law and order, and politics. For this reason, our department offers various interdisciplinary programs to combine Language and Culture with other departments as Business, Education, History and Political Science, Nursing, and Sociology. Students are encouraged to arrange double majors with these disciplines.

In the Department of Language and Culture, the student can graduate with:

1. A Cultural Studies Minor (See Cultural Studies Minor on page 149)
2. A Minor or Major in French Studies (See French Studies Major on page 215)
3. A Major French Studies with International Emphasis (See French Studies with International Emphasis on page 241)
4. Japanese classes (See Japanese on page 241)
5. Chinese classes (See Chinese)
6. An Emphasis in Human Service for the Bilingual Settings-AA (See A.A. in Human Services for Bilingual Settings. on page 89)
7. A Minor or Major in Spanish Studies (See Spanish Studies Minor and Major on page 388)
8. A Major in Spanish and Business (Interdepartmental collaboration with the Business Department) (See B.A. Degree with a Major in Spanish and Business Administration on page 389)
9. A Major in Spanish Studies with Translation Emphasis
10. A Major in Spanish Studies with Emphasis in Chicano Studies
11. A Major in Spanish Studies with Emphasis in Journalism in Spanish

Liberal Arts

Bachelor of Arts Degree with a major in Liberal Arts

DEPARTMENTAL AFFILIATION: ENGLISH
(OFFERED THROUGH WEEKEND COLLEGE)

The Liberal Arts major involves the study of human conflict and struggle, triumph and achievement and human societies, culture, and history from the multiple perspectives of the humanities and the social sciences. By means of this exciting interdisciplinary major, a student can explore and combine the varied insights into human art and activity that are revealed by the disciplines and methodology of psychology, literature, art, history, philosophy, religious studies, music, sociology, economics, and anthropology.

Building on the base of the General Studies curriculum, students select courses for their major from at least two disciplines in humanities and two in social sciences. This broad focus of perspectives allows the student to reflect critically on human nature and society and to explore chosen themes such as the character of American culture or women's issues from a variety of intellectual angles, and to do so in depth and with rigor.

The Liberal Arts major provides a solid background for graduate work in Law, Public Administration, and most fields in the Humanities and Social Sciences. Students who wish to develop a strong professional specialization are encouraged to combine the major with a minor, such as Business Administration.

Requirements:

LIB 10	Introduction to the Liberal Arts	(3)
LIB 110	Senior Seminar	(3)

A minimum of thirty units in Liberal Arts offerings, of which twenty-four must be upper division.

A minimum of four of the upper-division courses must be in the humanities, representing at least two of the following disciplines:

- Art
- Music
- Language
- Philosophy
- Literature
- Religious Studies

A minimum of four upper-division courses must be in the social sciences, representing at least two of the following disciplines:

- Anthropology
- Political Science
- Economics
- Psychology
- History
- Sociology

Plus General Studies requirements and electives totaling 124 semester units, including Modern Language requirement of two courses in Modern Language or Cultural Studies.

Total Units in Liberal Arts: 34-36

LIB 101 Introduction to the Liberal Arts (3)

Designed to give students an idea of what it means to be involved in an interdisciplinary course of study. Introduces students to the Liberal Arts tradition and provides an overview of the humanities and social sciences. Offers a review of research methods and writing skills and prepares students for the Senior Seminar. *Research paper required.*

LIB 110 Senior Seminar (3)

Provides Liberal Arts majors an opportunity to reflect upon the nature of interdisciplinary study and find connections and contrasts between a humanistic perspective and a social science

perspective. The course, taken in the senior year, culminates in a written paper or presentation (including a written component). The paper/presentation focuses on a topic chosen by the student (with the instructor's approval) and results in a well-developed research paper, which demonstrates the student's understanding and critical assessment of the topic.

**LIB 111 Career Advancement and Career
Transitioning in the Current Economy (1-3)**

Studies current career trends and networking methods, and prepares students to assess and articulate their liberal arts skills as they relate to career choices and job opportunities.

Associate in Arts Degree with a major in Liberal Arts

The Associate in Arts degree with a specialization in Liberal Arts is designed for the student who wishes to explore various disciplines. At the completion of the Associate in Arts program, the student may pursue a major leading to a Baccalaureate degree in her chosen field and/or she may enter a career which utilizes the benefits from her interdisciplinary program. For transfer to the Baccalaureate program on the Chalon campus, the student should consult her advisor regarding General Studies requirements. Requirements for admission into the Liberal Arts program are the same as those for admission into the Associate degree program.

The Liberal Arts Program requirements include:

Art or Music	(3)
English 6AB/1AB	(3,3)
History/Political Science/Economics	(3)
Intro to College Studies	(1)
Literature	(3)
Mathematics	(3)
Outreach	(1)
P.E./Wellness	(1)
Philosophy	(3)
Psychology	(3)
Religious Studies	(3)
Science	(3)
Sociology	(3)
Speech	(2)
*Modern Language	(8)

*Students may take placement exams offered by MSMC's Language and Culture Department in Spanish or French to fulfill the requirement. Successful completion will waive the Modern Language Requirement but no units will be awarded.

Math 2X meets the requirement for

mathematics in the AA Liberal Arts major.

The student must complete all Liberal Arts requirements with a grade of C- or better (except for English classes where grades must be C or better).

Total units in the Liberal Arts Program: 46

Plus additional General Studies requirements and electives totaling 60 semester units.

Required Courses

Students interested in pursuing the following majors in the Baccalaureate program may declare an emphasis and are required to take these courses.

English

PHI 5 or 10

Political Science

POL 1 & 2

Psychology

BIO 5

PHI 10

PSY 1

PSY 12

History

HIS 1A & 1B

Recommended Courses

Students interested in pursuing the following majors in the Baccalaureate program can declare an emphasis and are **recommended** to take these courses.

English

HIS 1A & 1B

Liberal Studies

ART 2 or ART 5

BIO 10 & BIO 5 or BIO 67

MTH 50 or 51

MUS 6

PHI 10

POL 1

PSY 12

RST 61

Psychology

PSY 40

Sociology

SOC 1

SOC 30

Gerontology

SOC 13

SOC 30

SOC 49

SOC 94

Film and Social Justice

SOC 1

SOC 30

SOC 96

RST 45

Languages

SPA 1/ SPA 2/ SPA 3 or 3A/ SPA 4

or SPA 27 & SPA 44

FRE 1/ FRE 2/ FRE 3/ FRE 4

JPN 1 & JPN 2

Child Development

PSY 1

PSY 12

EDU 32

EDU 33

EDU 37

EDU 36 or PSY 36

SOC 6

Liberal Studies

DEPARTMENT AFFILIATION: EDUCATION

The Liberal Studies major is an integrative program of study designed specifically for students seeking a Multiple Subject Teaching Credential authorizing them to teach in California elementary schools. Students are concurrently enrolled in the Liberal Studies major and the Elementary Teacher Preparation program. (See Education). This rigorous and intellectually stimulating major is designed to:

- Prepare teachers who know subject matter in the liberal arts and sciences and who demonstrate understanding and appreciation of the diverse fields of human endeavor.
- Enable future teachers to see relationships between subject matter content and the ways subject matter is developed, learned, and taught.
- Assist future teachers in learning specified content in the major areas of study (see Major Requirements).
- Help future teachers acquire the skills needed to transfer their knowledge to real-life applications in an elementary classroom.

Students in the major explore areas of learning as active participants; they acquire a variety of skills and techniques, reflect on the learning process, and take responsibility for their role in it.

To be eligible for acceptance into the Liberal Studies major, applicants must have achieved a minimum grade point average of 2.5 (C +) in high school and in any previous college coursework. At the discretion of the program advisor,

students pursuing the Liberal Studies major may be assigned course credit for an Advanced Placement Scores of 3, as well as of 4 or 5, in subject areas that fulfill requirements for the major.

MSMC does not do equivalency evaluations of academic preparation programs or courses completed by candidates from other colleges or universities.

Contact the Coordinator of the Liberal Studies major with questions about meeting requirements for the Multiple Subject Teaching Credential. California legislation and regulations regarding credential requirements are subject to change and supercede MSMC catalog policies and department procedures regarding them.

Liberal Studies Major Requirements

All courses taken as part of the major must be approved by the Liberal Studies advisor during the official advisement period.

Language

- 9 units in composition (e.g., ENG 1A and 1B or ENG 5H, and ENG 105)
- One course in speech (e.g., SPE 10)
- 3 units in linguistics (ENG 102)
- Courses in language other than English to meet Mount St. Mary's College Modern Language requirements (See Required Courses on page 63 in this catalog.) Spanish recommended.
- One course in children's literature
- 3 upper division units in literature

Mathematics and Science

- 6 units in mathematics (e.g., MTH 50 and 51)
- 3 units in biological science (e.g., BIO

67)

- 4 units in physical science, including the study of physics, chemistry, space and earth science (e.g., PHS 2AB)
- 3 units in health science (BIO 10)
- One course in computer processes and applications

Social Science and History

- 6 units in U.S. history and government. (e.g., HIS 106 and POL 1)
- (Candidates for the California teaching credential must complete 2 units of study of the U.S. Constitution.)
- 3 units in world history (e.g., HIS 3 or 103 or HIS 112, or HIS 116)
- 3 units in cultural geography (HIS 25)
- 3 units in sociology (e.g., SOC 161)
- 3 units in California history (HIS 188)

Humanities

- 15 units are required to meet General Studies requirements at Mount St. Mary's College.
- Recommended for Liberal Studies majors: Inclusion of RST 61 as one of the courses.

Fine Arts

- 4 units in art (a course in art appreciation or history and ART 145)
- 4 units in music (a course in music appreciation and MUS 130)
- 1 unit in drama and dance (INT 194A)

Physical and Health Education

- 4 units in physical and health education (BIO 10 and PED 100)

Human Development

- 6 units in human development (PSY 12 and PSY 113)

Education

- EDU 100 Introduction to Liberal Studies (1)
- EDU 101 Exploration of Liberal Studies (0.5)
- EDU 102 Integrative Seminar in Liberal Studies (1)
- EDU 106 School and Society (3)

The EDU 100, 101, and 102 courses provide opportunities for students to reflect on their integrative program of study. EDU 106 enables students to participate in introductory field experiences related to teaching in public school settings.

Students in the major complete a subject matter portfolio demonstrating their knowledge and skills in the areas of study included in the Liberal Studies major. According to State of California regulations, the California Subject Examination for Teachers (CSET) is a required component of the MSMC Liberal Studies major. For candidates in the concurrent program of teacher preparation.

Mathematics

DEPARTMENTAL AFFILIATION: PHYSICAL SCIENCES
AND MATHEMATICS

While offering students an opportunity to study mathematics as part of a liberal education, the mathematics major serves as excellent preparation for work in fields such as actuarial science, computer science, statistics, secondary teaching, business, or graduate study. Coupled with courses in chemistry and biology, a degree in mathematics also provides excellent preparation for entrance into schools of medicine, dentistry, or optometry.

Mathematics B.A. Degree

Required Courses

Lower Division:

MTH 5ABC	Calculus I/II/III	(4,4,4)
MTH 6	Sequences and Series	(1)
CIS 2	Introduction to Computer Programming	(3)
MTH 8	Transition to Higher Math	(3)
PHY 11AB	Mechanics/Electricity, Magnetism, and Optics	(4,3)
PHY 1BL	Physics Laboratory	(1)

Students who can demonstrate their proficiency in any of the above courses may enroll in the next course in the sequence. Students who need further preparation in algebra and elementary functions should take MTH 1, College Algebra, before MTH 5A.

Upper Division:

MTH 102	Advanced Calculus	(3)
MTH 103	Linear Algebra	(3)
MTH 111	Abstract Algebra	(3)
MTH 113	Probability and Statistics	(3)
MTH 119	Differential Equations	(3)
MTH 128A	Numerical Analysis	(3)

Twelve units from

MTH 101	Topics in Geometry	(3)
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MTH 104	Number Theory	(3)
MTH 105	Complex Analysis	(3)
MTH 107	Topology	(3)
MTH 120	Discrete Mathematics	(3)
MTH 128B	Numerical Analysis	(3)
MTH 140	History of Mathematics	(1)

Total units in Mathematics: 57

Plus general studies requirements and electives totaling 124 semester units, including foreign language requirement. An overall GPA of 2.0 in major courses is required for the degree.

Mathematics Minor

A minimum of seven courses including the following:

MTH 5ABC	Calculus I/II/III	(4,4,4)
MTH 6	Sequence & Series	(1)
MTH 103	Linear Algebra	(3)

At least 3 additional upper-division courses (or MTH 8 plus two upper division courses) chosen in consultation with the student's advisor.

Computer Programming Minor

Lower Division:

MTH 5AB	Calculus I/II	(4,4)
CIS 2	Introduction to Computer Programming	(3)

Upper Division:

MTH 125	Programming	(3)
Two additional upper division courses chosen in consultation with the student's advisor from the following:		
MTH 120	Discrete Mathematics	(3)
MTH 128AB	Numerical Analysis	(3,3)
MTH 135	Structure and Comparison of Programming Languages	(3)

Math Courses

MTH 0X Math Tutorial (1)

This class is for students who need a review in a limited number of mathematical topics. The topics may include the numbers of arithmetic, an introduction to algebra, linear equations in

one variable, word problems, polynomials, graphing and straight lines, systems of equations, rational expressions, radicals, quadratic equations, absolute value and inequalities. Students will meet one hour per week with a tutor. Credit does not apply to the Baccalaureate degree.

MTH 1 Precalculus with Trigonometry (4)

MTH1 is a course aimed at preparing students for success in first semester calculus. The course material includes treatment and applications of Polynomial functions, Rational functions, Exponential functions, Logarithmic functions, and Trigonometric functions, including equations, inequalities, systems, graphs, identities and inverses. If time permits, additional topics may include Complex numbers, Conics, Sequences and Series, Binomial theorem, Induction, Matrices, Polar and Parametric equations. *Prerequisite: Satisfactory score on the Mathematics Placement Examination or successful completion of MTH 2X or MTH 28.* GS-IIIIE, VIIIB

MTH 2X Fundamentals of Algebra (3)

Real numbers and their properties, exponents and radicals, fundamental operations, polynomials, factoring, rational expressions, linear and quadratic equations and inequalities, systems of equations. Meets four hours per week. Successful completion of MTH 2X fulfills the AA Liberal Arts Math requirement. Credit does **not** apply to the Baccalaureate degree. In the Weekend College program it is offered as a one-unit course.

MTH 5A Calculus I (4)

Limits; continuity; derivatives of algebraic and transcendental functions with applications; antiderivatives; an introduction to the definite integral; the Fundamental Theorem of Calculus. *Prerequisite: Three to four years of high school mathematics including trigonometry and satisfactory score on Mathematics Placement Examination or grade of C - or better in MTH 1.* GS-IIIIE, VIIIB

MTH 5B Calculus II (4)

Techniques of integration (including substitution and parts); numerical methods of integration; applications of the integral (including areas, and volumes); improper integrals; differential equations, an introduction to parametric equations and polar coordinates. *Prerequisite: Grade of C - or better in MTH 5A.* GS-IIIIE, VIIIB

MTH 5C Calculus III (4)

Partial derivatives; multiple integrals; three-dimensional space; vectors in two- and three-dimensional space; vector calculus. *Prerequisite: Grade of C or higher in MTH 5B or consent of instructor.* GS-VIIB

MTH 6 Sequences and Series (1)

Sequences, infinite series, Taylor and Maclaurin series. *Prerequisite: concurrent enrollment in MTH 5B.*

MTH 8 Transition to Higher Math (3)

The goal of this course is to ease the transition from lower-division mathematics courses to upper-division mathematics courses. In this course students will gain experience working with abstract ideas at a nontrivial level and understanding and writing proofs, in order to achieve the sophisticated blend of knowledge, discipline, and creativity that we call "mathematical maturity." Topics include logic, finite and infinite sets, functions, and problem solving. *Prerequisite: MTH 5A*

MTH 10 Quantitative Reasoning and Mathematical Ideas (3)

Ideas in mathematics chosen to emphasize problem-solving, decision-making, economic productivity and real-world applications. Recommended to fulfill GS IIIIE requirement absent other major requirements. Topics include critical thinking, inductive reasoning, problem solving, numbers, finances, statistics, probability, geometry, algebra and exponential functions. *Prerequisite: Satisfactory score on Mathematics Placement Examination or completion of MTH 2X.* GS-IIIIE, VIIIB

MTH 25 The LINUX/UNIX Environment (3)

Basic LINUX and UNIX commands, the file systems, pipes, filters, shell procedures, reading of binary files and programming debugging aids. *Prerequisite: CIS 2 and familiarity with a compiled programming language; MTH 5A is highly recommended.*

MTH 28 Mathematical Analysis for Business (3)

Topics in Algebra including solutions of systems of equations and inequalities; exponential and logarithmic functions; linear programming and mathematics of finance. Emphasis is placed on the application of mathematics to problems in business. *Prerequisites: Satisfactory score on the Mathematics Placement Examination or completion of MTH 2X.* GS-IIIIE, VIIIB

MTH 38 Elements of Probability and Statistics (3)

Elementary probability theory, properties of distributions, sampling, estimation, hypothesis testing, correlation. *Prerequisite: Satisfactory score on the Mathematics Placement Examination or completion of MTH 2X.* GS-IIIIE, VIIIE

MTH 38H Elements of Probability and Statistics (3)

Topics in probability and statistics including measures of central tendency and spread, elementary probability theory, properties of distributions, estimation, confidence intervals, hypothesis testing, linear correlations and regression. An algebra-based course intended primarily for nonmathematics majors. *Prerequisite: Satisfactory score on the Mathematics Placement Examination or completion of MTH 2X. Open only to students admitted to the Honors Program.* GS-IIIIE

MTH 50 Elementary Number Systems (3)

Sets, numeration systems, properties of integers, rational and real numbers, elementary number theory, modular systems, problem-solving processes, ratio, proportion, percentage. This course receives General Studies credit and is required for Liberal Studies majors. Can be taken for professional credit. *Prerequisite: Satisfactory score on the Mathematics Placement Examination.* GS-IIIIE, VIIA

MTH 51 Elements of Geometry and Statistics (3)

Intuitive geometry of lines, planes, and space; congruence, similarity, measurement, geometric constructions, elements of probability and statistics. This course is intended primarily for Liberal Studies majors. Can be taken for professional credit. *Prerequisite: Satisfactory score on the Mathematics Placement Examination.* GS-IIIIE, VIIIE

MTH 99/199 Special Studies in Mathematics (1-3)

Independent or group studies in mathematics. Course may be repeated for credit. *Prerequisite: Approval of the department and consent of the instructor.*

Any upper division mathematics course will require a minimum grade of C in prerequisite courses.

MTH 101 Topics in Geometry (3)

A brief treatment of the axiomatic foundations of Euclidean and non-Euclidean geometry. An

introduction to differential geometry. *Prerequisite: MTH 5C, 103 concurrent.*

MTH 102 Advanced Calculus (3)

Set theory, real numbers and their topology, limits, continuity, differentiation and integration theory. *Prerequisite: MTH 5C.*

MTH 103 Linear Algebra (3)

Vectors and vector spaces, linear transformations and matrices, determinants, eigenvalues and eigenvectors. *Prerequisite: MTH 5B.*

MTH 104 Number Theory (3)

The division algorithm, different bases, g.c.d. and l.c.m., the equation $ax + by = n$, the fundamental theorem of arithmetic; properties of congruence, reduced residue systems, Euler phi-function, simultaneous congruences; polynomial congruences, primitive roots, indices, the law of quadratic reciprocity, finite and infinite continued fractions, some computer applications in elementary number theory. *Prerequisite: MTH 5C or consent of instructor.*

MTH 105 Complex Analysis (3)

Complex numbers and functions, analytic functions, integration, conformal mapping. *Prerequisite: MTH 5C.*

MTH 107 Topology (3)

Topological spaces and continuous functions, connectedness, compactness, countability and separation axioms. *Prerequisite: MTH 5C or consent of instructor; MTH 8 or MTH 120 recommended.*

MTH 111 Abstract Algebra (3)

Numbers and number systems, groups, rings; fields; homomorphism and isomorphism theorems. *Prerequisite: MTH 5C; MTH 120 strongly recommended or consent of instructor.*

MTH 113 Probability and Statistics (3)

Probability as a mathematical system, random variables and their distributions, limit theorems, statistical applications, hypotheses testing. *Prerequisite: MTH 5C or consent of instructor.*

MTH 119 Differential Equations (3)

Linear equations, series solutions, Laplace transforms, numerical methods, existence and uniqueness of solutions. *Prerequisite: MTH 5B.*

MTH 120 Discrete Mathematics (3)

Logic, proof writing (including induction), set theory, functions and relations, algorithms and recursion, elementary number theory, combinatorics, probability, graph theory, and trees. *Prerequisite: MTH 5B.* GS-VIIIE

MTH 125 Programming (3)

Intermediate level programming methods including vector and array manipulations, classes, functions, and subroutines. Applications in science, mathematics, and business. *Prerequisite: CIS 2 and MTH 5A or concurrent enrollment in MTH 5A or consent of the instructor.* GS-III E

MTH 128AB Numerical Analysis (3,3)

Solutions of large systems of linear algebraic equations. Eigenvalues and eigenvectors of matrices. Interpolation: Lagrange and Newton polynomials. Fourier series and orthogonal polynomials. Introduction to the theory of ordinary differential equations. Heun and Runge-Kutta numerical techniques. Numerical determination of real and complex roots of polynomials; cubic splines; numerical treatment of partial differential equations, techniques of numerical integration. *Prerequisites: MTH 5C, CIS 2.*

MTH 135 Structure and Comparison of Programming Languages (3)

Basic concepts of syntax and semantics. Comparison of syntax and semantics of selected programming languages. Language design. How to evaluate a computer programming language. *Prerequisites: MTH 5A, MTH 125, or consent of instructor.*

MTH 140 History of Mathematics (1)

History of mathematics from antiquity to the mid 20th Century. *Prerequisites: MTH 5C, MTH 103, and demonstrated mathematical maturity.*

MTH 190 Internship (1-3)

An intensive work-study program for qualified upper division students. The student is responsible for setting up the internship in conjunction with the appropriate faculty and the office of Career Planning and Placement. This must be approved by the department chairperson.

MTH 195H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

Music

The Music major is a program carefully designed to provide a rich and wide range of musical learning and experience. It combines classroom study, discussions and lectures enhanced by technology with individual instruction, solo and ensemble performance, concert attendance and internships. Students select an emphasis in performance or music history.

The B.A. degree offers preparation in music for students desiring a broad knowledge of music for teaching, research, performance, personal enjoyment, cultural development, or advanced degrees. The total curriculum includes two-thirds of the studies in the Liberal Arts and one-third in Music.

The Music Department offers a Music Ministry Certificate program for persons wishing to pursue music leadership roles in parishes. Essentially a two-year program, it can serve as the basis for a Baccalaureate degree.

The Music minor is available to interested students by completing at least 21 units as indicated. Students interested in music as an elective may participate in various offerings of the Music Department including performance classes, individual instruction, or in the study of music as an art.

In addition the Music Department presents varieties of musical concerts, workshops, and other activities which enrich the quality of the educational and cultural life of the College and the community.

Mount Students have the opportunity to cross-register at UCLA for courses not offered at MSMC.

Requirements for Admission as a Music Major or Minor:

- 1. Audition showing potential in the field of performance
- 2. Theory examination for placement purposes
- 3. Interview with designated department personnel
- 4. Recommendations which indicate potential for music

Music B.A. Degree

Performance Emphasis

Core courses: 28-29

Required of all Majors

MUS 1AB	Musicianship I	(3,1)
MUS 1CD	Musicianship I	(3,1)
MUS 2AB	Musicianship II	(3,1)
MUS 133	Form & Analysis	(2)
MUS 11	Functional Keyboard Skills	(1)

Required of all but applied keyboard students

MUS 5	Practicum	(.5, .5)
MUS 105	Practicum	(.5, .5)
MUS 24/124 A,B, & C	Surveys of the History and Literature of Music	(3, 3, 3)
MUS 139 or	Instrumental Conducting	(2)
MUS 140	Choral Techniques	(2)
MUS 146,O	Special Projects in Music: Senior	(1)

Enrollment in a departmental ensemble each semester of which at least five must be taken for credit:

MUS 23/123	Chamber Ensemble	(0-1)
MUS 60/160	Mount Orchestra	(0-1)
MUS19/119	Mount Chorus	(0-1)
MUS 21/121	Mount Singers	(0-1)

Jury examination each semester for students enrolled in Applied Music

Plus General Studies requirements and electives totaling 124 units, including Modern Language requirement.

See additional requirements for the B.A. degree.

Performance Emphasis

MUS 15/115 Applied Music (8)

1 unit each semester

MUS 151 Pedagogy (2)

Two units from the following

MUS 137 Diction for Singers* (2)

*Required of voice principals

MUS 29 String Instruments (1)

MUS 27 Woodwind Instruments (1)

MUS 26 Brass & Percussion Instruments (1)

A choice of the following 3 units

MUS 6/106 Varieties of Music (3)

or

MUS 16/116 Music of World Cultures (3)

or

MUS 17/117 Women in Music (3)

or

MUS 25/125 Music Masterpieces (3)

or

MUS 42/142 American Musical Theatre (3)

Total: 43-44 units

Music History Emphasis

MUS 115 Applied Music Total 6 units

1 unit 6 semesters

MUS 17/117 Women in Music (3)

MUS 16/116 Music of World Cultures (3)

MUS 25/125 Music Masterpieces (3)

Total: 43-44 units

Music Scoring for Media Emphasis

An emphasis consisting of Music and Film & Social Justice courses

MUS 15/115 Applied Music (4)

MUS 135 Composition (2)

MUS 134 Orchestration/Arranging (2)

Film and Social Justice Requirements

FLM 139 Digital Video Production (3)

FLM 143A Post Production Audio (3)

FLM 152A Digital Music for Media (3)

Film Composition/Video Media

Total: 45-46 units

Optional

FLM 131 Film and Social Justice (3)

FLM 132 History of Film (3)

FLM 133 Music Culture & Broadcasting (3)

FLM 138 Audio Production for Music (3)*

*strongly encouraged

Music Education Emphasis

In collaboration with the Secondary Teacher Preparation Program leading to a Single Teaching Credential

Requirements: 13

MUS 15/1115 Applied Music (4)

MUS 151 Pedagogy (2)

MUS 134 Orchestration/Arranging (2)

MUS 139 (depending which one was taken as core) (2)

or

MUS 140

MUS 25/125 Music Masterpieces (3)

or

MUS 16/116M Music of World Cultures (3)

or

MUS 17/117 Women in Music (3)

or

MUS 142 American Musical Theatre (3)

7 Additional Music units which include:

MUS 29 String Instruments (1)

MUS 27 Woodwind (1)

MUS 26	Brass & Percussion Instruments	(1)
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4 hours in Secondary Applied Area from (SAA):

MUS 7	Voice Class	(1)
MUS 13/113	Applied Voice	(1)
MUS 13/113	Applied Piano	(1)
MUS 13/113	Applied Strings	(1)
MUS 13/113	Applied Woodwinds	(1)
MUS 13/113	Applied Brass	(1)

Total: 48-49 units

Education Coursework

The Music Education Emphasis is completed in collaboration with the Education Department. The following coursework is required as well as other Education Department guidelines.

BIO 10	Health Science	(3)
EDU 106	School and Society	(3)
POL 1	American Government & Institutions	(3)
ENG 102	Structure of Modern English	(3)
PSY 113	Development and Learning across Cultures	(3)
EDU 166	Principles of Secondary Education & Content Area Modules	(4)
SOC 161	Dynamics of Majority/Minority Relations	(3)
EDU 170A	Introduction to Education of Exceptional Learners	(1)
EDU 167	Principles of Secondary Curriculum & Content Area Modules	(4)
EDU 168	Content Based Reading & Content Area Modules	(4)
EDU 164AB	Student Teaching	(6, 6)
EDU 123	Supervised Teaching	(2)

- For the Music Education Emphasis students are encouraged to take PHI 5 which counts as GSII, GSV B.3 & GSVIIA. They should also take a MTH requirement in GS III E that fulfills GSVII B requirement: MTH 10, MTH 1, MTH 28, MTH 38, or MTH 51

- Summer school is recommended in order to complete the program requirements in 4 years

Music B.A. Degree Additional Requirements

- Evidence of academic and musical maturity prior to admission to junior standing.
- Performance in student recitals, and jury examinations in major instrument.
- Participation in an ensemble every semester.
- Satisfactory completion of Piano Proficiency Examination.
- Concert attendance.

Senior Requirements

- MUS 146-O:** Students normally register for this course in spring of their senior year.
- Students with an emphasis in performance present a senior recital with scholarly program notes in lieu of a written thesis.
- Students with an emphasis in music history complete a written thesis.
- Students with an emphasis in music scoring for media submit a portfolio of their work.
- Students with an emphasis in music education are required to present a half-hour solo recital in addition to requirements specified by the Education Department.

Music Minor

Requirements:

A minimum of 21 units including:

MUS 1/101AB	Musicianship I	(3,1)
MUS 1/101CD	Musicianship 1	(3, 1)

[Prerequisite MUS 3 based on placement exam]

MUS 13/113	Applied Music (4 semesters)	(4)
MUS 5/105	Practicum	(0.5, 0.5)

Choice of following

MUS 6/106	Varieties of Music	(3)
MUS 24/124A,B or C	Surveys of the History and Literature of Music	(3)
MUS 25/125	Music Masterpieces	(3)
MUS 42/142	American Music Theatre	(3)
MUS 16/116	World Music	(3)
MUS 17/117	Women in Music	(3)

Ensemble each semester

Music Electives

Music Courses

MUS 1/101 AB; CD Musicianship I (3,1;3,1)

(Harmony - 3, Solfege - 1 Lecture, three hours, and laboratory, two hours each week.) A functional study of the theoretical elements of music including the quantitative and aesthetic aspects of rhythm, intervals, scales, triads, two- and three-part counterpoint, and problem-solving chord connection up to the chord of the seventh. Development of aural, visual, singing, writing, playing, improvisatory, and compositional skills in notation, scales, modes, rhythm, and melodic and harmonic intervals. *Prerequisite for MUS 1AB: MUS 3 or consent of instructor. Prerequisite for MUS 1CD: MUS 1AB or consent of the instructor.*

MUS 2/102 AB Musicianship II (3,1)

(Harmony - 3, Solfege - 1 Lecture, three hours, and laboratory two hours each week.) Continuation of Musicianship I, including ninth, eleventh, and thirteenth chords, chromatic harmony and modulation. Contemporary techniques in harmony, rhythm, melody, counterpoint and form, including the 12-tone technique, chance and electronic music. Development of aural, visual, singing, writing, playing, improvisatory, and compositional skills in compound intervals, chromatic and atonal melodies, chromatic harmonies, modulation,

and more complex meters and rhythms to include twentieth century techniques.

MUS 3 Discovering Music Fundamentals (1-3)

Practical study of the rudiments of music - notation, rhythm, keys, scales, and terminology, with the object of attaining and applying a basic musical literacy. Concert attendance required. Open to non-majors & majors who need to complete a theory prerequisite.

1-3 Semesters Hours (3 units includes music technology requirement)

GS-III A

MUS 4 Guitar Class (1)

Class instruction in the basic technique and performance of the guitar, development of music reading skills and appropriate repertoire. Students must provide their own instruments.

MUS 5 Music Practicum (.5)

Study of music literature of varied times, styles, and cultures through performance, concert attendance, lectures and reports. Discussion and study of selected issues and trends impacting the music profession. May be repeated for credit. (Credit/No Credit)

MUS 6/106M Varieties of Music (3)

Beginning with an introduction to the world and language of music, this course explores the richness of the art of sound from varieties of avenues in order to heighten awareness, understanding and appreciation of this art. Emphasis on the diversity and stylistic development of music as it reflects the times and world cultures. *Both MUS 6/106 may be taken for Honors Credit.* GS - IIIA, VI

MUS 7 Voice Class (1)

Study of fundamental techniques of breath control, tone production, diction, and interpretation. Development of appropriate repertoire. Open to both music (other than voice major) and non-music majors. May be repeated for credit.

MUS 8A Elementary Piano I (1)

Orientation to the piano, introduction to rudiments of music including note reading, basic chords and five finger scales. Simple pieces played with both hands in several major keys.

MUS 8B Elementary Piano II (1)

Instruction includes scale structures of major keys and primary chord harmonizations in simple major and minor keys. Easy pieces making use of extended hand positions, and

played with attention to good rhythm, tone and dynamics. *Prerequisite: MUS 8A or consent of instructor.*

MUS 8C Intermediate Piano (1)

The course includes technical studies, major and minor scales, hand over hand arpeggios and chord progressions. Pieces from easy classic repertoire played with attention to basic concepts of piano technique, style and interpretation. *Prerequisite: MUS 8B or consent of instructor.*

MUS 11 Functional Keyboard Skills (1)

A keyboard class to develop practical knowledge of chords, chord progressions, cadences, simple accompaniment of melodies, transposition and modulation. Includes program for progressive development of sight-reading, technical skills, and improvisation. Often taken as Directed Study.

MUS 13/113 Applied Music (1-3)

Private instruction - instrumental or vocal. For music minors and non majors/minors. May be repeated for credit. Applied Music fee. Instructor consent required.

MUS 15/115 Applied Music (1-3)

Private instruction - instrumental or vocal. For music majors. May be repeated for credit. Instructor consent required. Applied Music fee.

MUS 16/116 Music of World Cultures (3)

Introduction to the richness and variety of musical expression found in selected world cultures. Emphasis on the music of cultures well represented in California. Selected cultures may vary with each offering. GS-VI

MUS 17/117 Women in Music (3)

This course examines music as a disclosure of gender, with a particular focus on women's participation in Western European and American musical traditions (including classical and popular music). Topics include women as composers and performers. GS-III A, VI.

MUS 19/119 Mount Chorus (0-1)

Study and performance of masterpieces of choral literature from all periods for women. Open to all students and members of the community. May be repeated for credit.

MUS 21/121 Mount Singers (0-1)

Study and performance of masterpieces of choral literature for women from all periods. Open to students and members of the community by audition. May be repeated for

credit. Participating students must enroll in MUS 19/119 concurrently.

MUS 22/122 Performance Practices (2)

Study and performance of significant instrumental and vocal literature for solo and ensembles.

MUS 23/123 Chamber Music (0-1)

Study and performance of chamber music for various instrumental and/or vocal combinations. May be repeated for credit.

MUS 24/124 ABC Surveys of the History and Literature of Music (3,3,3)

Development of compositional forms and styles viewed from the historical perspective. A. Antiquity to Renaissance. B. Baroque to Classical. C. Romantic to the present.

MUS 25/125 Music Masterpieces (3)

Study of selected masterpieces of music in historic context. Open to all students. Areas of emphasis may vary and will be advertised prior to its scheduled offering. GS-III A

MUS 26 Brass and Percussion Instruments: Introductory Techniques (1)

Elementary instruction and techniques, care of instruments, and survey of methods.

MUS 27 Woodwind Instruments: Introductory Techniques (1)

Elementary instruction and techniques, care of instruments, and survey of methods.

MUS 29 String Instruments: Introductory Techniques (1)

Elementary instruction and techniques, care of instruments, and survey of methods.

MUS 37/137 Diction for Singers (2)

The fundamentals of phonetics and sound production in Italian, French, and German as applied to singing.

MUS 42/142 American Musical Theater (3)

A history of the American Musical from its origins to the present day. The class will include in-depth analysis of varied musicals to further the understanding of how plot, musical structure and interpretation combine to define the genre. GS-III A

MUS 60/160 Mount Orchestra (0-1)

Offers students instructions in orchestral music through the study and performance of quality literature representing a variety of style periods and musical genre. May be repeated for credit. *Prerequisite: Audition with director*

MUS 105 Music Practicum (.5)

Study of music literature of varied times, styles and cultures through performance, concert attendance, lectures, and reports. Discussion and study of selected issues and trends impacting the music profession. Continuation of Music 5. May be repeated for credit. (Credit/No Credit)

MUS 130 Creative Music Experience (1)

An introduction to music and its use in the education and development of children. Emphasis is placed on rhythm, melody, harmony, form, style, notation, and creativity. It includes instruction on melodic, percussion, and fretted instruments, classroom observation and participation. This course serves as basic preparation for the elementary and intermediate school instructor, and for those working in various areas of child development.

MUS 133 Form & Analysis (2)

A. A study of the forms found in Classical period music: motive, phrase, period, song form, rondo, theme and variation, and sonata. Principles of understanding musical structures as they apply to folk, pop and music of world cultures. B. A study of the forms found in the music of the Renaissance, Baroque, Romantic, and Contemporary periods.

MUS 134 Orchestration & Arranging (2)

Designed to provide facility in writing for various instrumental combinations. Techniques, analysis and use of the orchestra by the composers of the 18th, 19th, and 20th centuries. Includes ranges, tonal possibilities, technical limitations.

MUS 135 Composition (2)

Analysis, improvisation and composition of music in various styles, forms, and instrumental and/or vocal combinations, and electronic sound sources. May be repeated for credit. Often taken as Directed Study.

MUS 137 Diction for Singers (2)

The fundamentals of phonetics and sound production in Italian, French, and German as applied to singing.

MUS 139 Instrumental Conducting (2)

Study of baton technique, score reading, and interpretation of orchestral literature.

MUS 140 Choral Techniques (2)

Study of baton technique, score reading, and interpretation of choral literature of various styles.

MUS 146 Special Projects in Music (1-3) (Independent Study)

- A. Vocal Literature
- B. Instrumental Literature
- C. Music History and Literature
- D. Church Music
- E. Theory and Composition
- F. Music Education
- G. Musicianship
- H. Chamber Music
- I. Choral Music
- J. Music Therapy
- K. Conducting
- L. Electronic Media
- M. Women in Music
- N. Special Topic
- O. Senior Project (See Senior Requirements)

MUS 147 Seminar in Music Education (2)

Overview of the organization of music in the schools. Scheduling, length, and content of music offerings. Consideration of general music classes, chorus, glee clubs, orchestras, band, ensembles, theory and music literature. Review of technology available for music education. Observation and some supervised teaching.

MUS 151ABC Pedagogy: Principles and Methods (2)

Analysis and comparison of various procedures for beginning and intermediate instruction. Review of various approaches to the art of teaching and appropriate literature. Guided teaching incorporated.

- A. Keyboard
- B. Vocal
- C. Instrumental

MUS 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

Master of Science in Nursing Degree

ADN to MSN and MSN Programs

Program Mission Statement

The Master's Nursing programs are based on Mount St. Mary's College mission of providing a superior education enhanced by an emphasis on building leadership skills and fostering a spirit to serve others. The purpose is to prepare nurses in advanced nursing theory and provide them with broad knowledge and depth in clinical expertise that builds and expands on baccalaureate or entry-level nursing practice. The master's curriculum provides graduates with a fuller understanding of their selected nursing area of specialization in order to engage in higher level practice and leadership in a variety of settings and commit to lifelong learning. The curriculum incorporates the American Association of Colleges of Nursing's Essentials of Baccalaureate Education for Professional Nursing Practice and the Essentials of Master's Education, National Association of Clinical Nurse Specialist Competencies, Association for Nursing Professional Development Competencies, National League for Nursing Educator Competencies, and the American Organization of Nurse Executive Competencies.

The graduate program offers nurses an opportunity for professional development through tracks in Adult-Gerontology Clinical Nurse Specialist, Educator, Leadership and Administration, and Post-MSN Adult-Gerontology Clinical Nurse Specialist.

1. The program is accredited by the Commission on Collegiate Nursing Education.
2. Nursing courses cannot be waived or taken as independent study regardless of the student's professional experiences. The student is encouraged to grow in her/his role as a professional nurse both in depth and breadth thus maximizing the benefits of receiving a Nursing degree from Mount St. Mary's College.
3. The MSN degree requires the completion of an approved Nursing Research Project.

Associate in Arts Degree in Nursing to Master of Science in Nursing Degree Program (ADN to MSN Program)

Not accepting applications at this time. This information is published to aid the student in making decisions leading to the accomplishment of academic goals. Each student is responsible for becoming acquainted with academic requirements. The content stated herein is for information only and in no way constitute a contract between the student and the nursing program. The nursing program reserves the right to make program changes and policy revisions at any time and without prior notice.

The ADN to MSN program offers a career mobility option allowing nurses with an Associate Degree in Nursing to achieve a Bachelor and Master degree in nursing in as little as three years dependent on the number of remaining General Studies courses. The accelerated program includes modified baccalaureate courses with special attention given to professional development issues to ensure a smooth transition from the field into teaching positions and other advanced roles. Applicants must have completed a Registered Nurse program and be

licensed to practice in the state of California.

ADN to MSN Bridge Curriculum Objectives

At the completion of the ADN to MSN Bridge curriculum, the students will be able to:

1. Demonstrate ability to utilize knowledge, theories and concepts gained from liberal arts education to assist in transitioning into graduate nursing education and practice (BSN Essential I).
2. Demonstrate ability to provide high quality health care using knowledge and skills in leadership, quality improvement, and patient safety (BSN Essential II).
3. Understand and translate current evidence as a basis for their own professional nursing practice (BSN Essential III).
4. Deliver quality patient care utilizing their knowledge and skills in information management and patient care technology (BSN Essential IV).
5. Demonstrate knowledge of healthcare policies which influence the healthcare system, patient care, and nursing practice (BSN Essential V).
6. Demonstrate skills of negotiation, open communication, and collegial collaboration with multidisciplinary care providers (BSN Essential VI).
7. Utilize knowledge in individual and population health promotion and disease prevention to improve patient/population health outcomes (BSN Essential VII).
8. Demonstrate awareness for the inherent values of altruism, autonomy, human dignity, integrity and social

justice into one's own practice (BSN Essential VIII).

9. Demonstrate ability to practice with individual patients, families, groups, communities, and populations across the lifespan and continuum of healthcare environments (BSN Essentials IX).

Source:

American Association of Colleges of Nursing (2008). *The Essentials of Baccalaureate Education for Professional Nursing Practice*.

ADN to MSN Program Admission Policy

Applicants to the ADN to MSN program apply through the Graduate Division using the same process as MSN applicants. Students in the ADN to MSN program are accepted as Undergraduates (UG) and remain as UG while they progress through the Bridge program. During the Bridge program, students:

- follow UG academic policies;
- are considered as UG for financial aid;
- complete a minimum of 3 lower division General Studies courses if applicable;
- and meet with an MSN program advisor every term to discuss progression.

Applications for the ADN to MSN program are accepted for the Fall, Spring, and Summer terms. Applicants must meet the Mount St. Mary's College and Nursing Department requirements for admission to the ADN to MSN program and adhere to application deadlines. In addition to meeting the general admission

requirements, acceptance is determined by the Admissions Committee of the Master of Science in Nursing program and the Graduate Dean.

Requirements for Admission Include:

1. An Associate Degree in Nursing or its equivalent in nursing from a regionally accredited and California Board of Registered Nursing (BRN) approved institution.
2. Diploma prepared nurses must meet with a graduate nursing advisor to review transcripts. Additional coursework may be required.
3. Holds a current valid active and clear, Registered Nurse license issued by the California Board of Registered Nursing to practice in the state of California. Applicants have completed a minimum of one year full-time continuous employment as a licensed Registered Nurse within the last five years. New RN graduates who do not meet the minimum of one year full-time continuous employment as a licensed Registered Nurse must be currently employed in a clinical setting as a licensed Registered Nurse. If unable to meet requirement, the student must enroll in the RN Externship course (NUR 110) every term until approved paid RN employment is secured. (In order to be eligible for the Externship course, the student must be a new graduate which is defined as 12 months or less). The Admissions Committee of the MSN program will review and determine if the applicant's clinical employment meets the requirement.
4. Applicants for the Adult-Gerontology Clinical Nurse Specialist track must have completed a minimum of one year full-time continuous employment in a setting caring for adults as a licensed Registered Nurse within the last three years. If unable to meet the requirement, the student must enroll in the RN Externship course (NUR 110) every term until approved paid RN employment is secured. (In order to be eligible for the Externship course, the student must be a new graduate which is defined as 12 months or less). The Admissions Committee of the MSN program will review and determine if the applicant's clinical employment meets the requirement.
5. GPA 3.0 or higher on a 4.0 scale in the last 60 semester units of course work.
6. Complete the Graduate Student application and statement of interest.
7. Submit two letters of recommendation.
8. On-site writing assessment and meet with graduate nursing advisor.
9. Current CPR certification - American Heart Association Basic Life Support (BLS) Healthcare Provider.
10. Provide proof of malpractice insurance.
11. Titer indicating immunity or documented vaccination for measles, mumps, rubella, varicella, and hepatitis B. If, individual agencies have other requirements, it is the student's responsibility to provide documentation to the agency

General Studies Policy for Admittance into Program

To be eligible to begin the Bridge Nursing coursework, the following General Studies* courses must be completed with a grade of "C" or better:

- Critical Thinking
- English Composition (1B or 1C)
- Speech

**General Studies courses will be considered for transfer credit upon review of transcripts and articulation agreements.*

In order to be considered for the ADN to MSN program, the applicant can have no more than 6 General Studies courses remaining. Advisement suggests the following schedule to the student for a more successful experience in the program:

- Summer term: 3 GS courses
- Fall term: Bridge Nursing coursework and 1 GS course (Bioethics – upper division is offered through MSMC's Weekend College in the Fall)
- Spring term: Bridge Nursing coursework and 1 GS course
- Summer term: Bridge Nursing coursework and 1 GS course (Statistics is offered in the Summer)

ADN to MSN Program Transfer Articulation

Transfer Credit

- Credit for courses taken in other regionally accredited colleges or universities is transferable provided that the transferred courses satisfy requirements at MSMC (see College Catalog, "Advanced Standing"). Only courses with a grade of "C" or better will be considered for transfer credit.
- Associate in Arts degree students are awarded transfer credit for General Studies courses which are comparable to MSMC courses. A maximum of 70 units may be transferred from a community college and applied towards the BSN degree.

Credit for Nursing Courses

When a student is licensed to practice as a Registered Nurse in the state of California, credit for courses previously taken to meet specified content areas required for licensure may be transferrable. The courses must have been completed through a regionally junior or senior college to be accepted as transfer units. With a satisfactory rating on the Validation of Clinical Competence form, up to 28 upper division units may be transferrable. These units are held in escrow until the student achieves graduate standing.

- Transfer credit will not be awarded for BSN course work taken at another accredited institution. The only exception to this policy would be consideration to the student who has taken Community/Public Health Nursing and has a current PHN certificate through the California BRN.

Unit Distribution

The unit distribution for transferrable nursing courses is as follows:

28 semester units of upper division credit will be awarded for the following equivalent coursework:

NUR 134	Issues in Professional Nursing	(2)
NUR 135	Pharmacology in Nursing	(2)
NUR 160	Adaptation Nursing: Childbearing Family	(2.5)
NUR 161	Practicum: Childbearing Family	(2.5)
NUR 162	Adaptation Nursing: Children	(2.5)
NUR 163	Practicum: Children	(2.5)
NUR 164	Adaptation Nursing: Adv Medical/Surgical	(2.5)

NUR 165	Practicum: Advanced Medical/Surgical	(2.5)
NUR 166	Adaptation Nursing: Mental Health	(2.5)
NUR 167	Practicum: Mental Health	(2.5)
NUR 190	Adaptation Nursing: Older	(1.5)
NUR 191	Practicum: Older Adult	(2.5)

Nursing Bridge Coursework

Fall:

NUR 102	Professional Issues in Nursing Practice & Education	(3)
NUR 201	Theoretical & Conceptual Foundations of Nursing*	(3)
NUR 203	Introduction to Graduate Studies*	(1)
RST 149	Biomedical Issues in Christian Ethics	(3)

Spring:

NUR 103	Leadership Styles & Managing a Diverse Workforce	(2)
NUR 104	Leadership Practicum	(1.5)
NUR 107A	Health care Informatics & Technology*	(1.5)
General Studies course if needed		(3)

Summer:

NUR 105	Community & Public Health Nursing/ Abuse Class	(2.5)
NUR 106	Community & Public Health Nursing Practicum	(2)
NUR 107B	Health care Informatics & Technology*	(1.5)
General Studies course if needed		(3)

*Satisfies MSN degree requirement however students will receive the units towards their BSN degree.

In addition, units from NUR 290

Nursing Research & Methodologies (3 units) are applied to the BSN degree. This course satisfies the MSN degree requirements; however no additional units are awarded.

**NUR 203 Introduction to Graduate Studies (1 unit) is taken during the Bridge year; however the unit is applied towards the MSN degree.

Completion of General Studies Courses

Students are strongly encouraged to complete as many of the General Studies and elective requirements as possible prior to starting the ADN to MSN program. Up to 3 courses can be taken in Weekend College the summer before beginning the Fall bridge courses. Only 3 General Studies and electives can be taken concurrently with MSN courses as a graduate student. These must be upper division level General Studies courses and will be billed at graduate tuition rate. All General Studies and electives must be completed prior to the start of the last term in the MSN program.

Policies

Grades

A grade of C- or below in a required course or a nursing course is not accepted. If a grade of C- or below is received in any course, that course must be repeated and a grade of C or higher must be received before transitioning to the MSN program.

Graduation Requirements

Students may apply for a BSN under the following conditions:

- completed total of at least 124 semester units; 45 of these units must be upper division units;
- satisfactory completion of Bridge

curriculum as defined by program;

- completed the General Studies program as outlined for a baccalaureate degree; AND
- satisfactorily completed the following MSN courses as defined by the program:
 1. NUR 201 Theoretical and Conceptual Foundations in Nursing (taken during Bridge). Units applied towards BSN degree.
 2. NUR 290 Nursing Research and Methodologies (taken as a graduate student in the MSN program). Units applied towards BSN degree.
 3. MSN Practica series of selected track (taken as a graduate student in the MSN program e.g. NUR 295 and NUR 297 for the educator track which occurs in the last two terms of the MSN program). Units applied towards MSN degree.
 4. NUR 203 Introduction to Graduate Studies (taken during Bridge). Unit applied toward MSN degree.

Transition to the MSN Program/Advance to Graduate (GR) standing

To be eligible to progress to the MSN program and advance to GR standing the following will apply:

- Completion of all ADN to MSN Bridge level nursing courses; (NUR 102, 103, 104, 105, 106, 107A, 107B, 201, 203 and RST 149)
- Only 3 outstanding GS courses can be taken while a GR student and these courses must be upper division and will be charged graduate tuition rate;

- Statistics is a prerequisite to NUR 290;
- Cumulative GPA is 3.0 or higher in last 60 semester units;
- Validation of clinical competence and
- Adhere to GR academic policies.

Residency Requirement

- To satisfy the requirements for the degree, students must earn a minimum of the final 30 (of the last 39) units of credit at MSMC. A waiver of this requirement is at the discretion of the Undergraduate and Graduate Dean through the College petition process.
- Once admitted to MSMC students are expected to only pursue study at MSMC during the Fall, Spring, and Summer terms. Students seeking an exception to the Concurrent Enrollment Policy must file an academic petition and transfer of credit clearance form prior to registration at another institution.
- Students may take no more than 9 units per year concurrently at another institution while enrolled at MSMC. However, students must have approval for concurrent enrollment and file both an academic petition and a transfer of credit clearance form prior to registration at another institution.

Master of Science in Nursing Degree

This information is published to aid the student in making decisions leading to the accomplishment of academic goals. Each student is responsible for becoming acquainted with academic requirements. The content stated herein is for information only and in no way constitute a contract between the student and the nursing program. The nursing program reserves the right to make program changes and policy revisions at any time and without prior

notice.

Master of Science in Nursing Outcomes

The graduate of the Master of Science in Nursing program will be prepared for the professional role as a Nurse Educator, Nurse Administrator, or Adult-Gerontology Clinical Nurse Specialist and will be able to:

1. Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings (Essential I).
2. Use organizational and systems leadership skills in promoting safe and quality patient care, emphasizing ethical and critical decision making and effective working relationships (Essential II).
3. Employ performance measures and standards related to quality to monitor outcomes and apply quality principles within an organization (Essential III).
4. Apply research outcomes within the practice setting, resolve practice problems, work as a change agent, and disseminate results (Essential IV).
5. Use patient-care technologies to deliver and enhance care and use communication technologies to integrate and coordinate care (Essential V).
6. Participate in policy development in the organization and employ advocacy strategies to influence health and health care (Essential VI).
7. Use effective communication, collaboration, and leadership skills as a member and leader of interprofessional teams to manage and coordinate care (Essential VII).

8. Apply broad, organizational, client-centered and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations (Essentials VIII).
9. Show understanding of advanced level nursing and relevant sciences, integrate knowledge to direct or indirect patient care areas, and intervene and influence healthcare outcomes for individuals, populations, or systems (Essentials IX).

Source:

American Association of Colleges of Nursing (2011) *The Essentials of Master's Education in Nursing*.

Master of Science in Nursing Program

Admission Policy

In addition to meeting the general admission requirements to the Graduate Division, acceptance is determined by the Admissions Committee of the Master of Science in Nursing program.

The following criteria pertain to admission into the Master of Science in Nursing program:

1. Applicants have an earned baccalaureate degree from a regionally accredited institution, e.g. Western Association of Schools and Colleges. Non-BSN degree holders are required to complete a transition course (NUR 243) during their first term of graduate studies. Effective Fall 2013, applicants are required to have a Bachelor of Science in Nursing degree. Applicants for the post-MSN Adult-Gerontology Clinical Nurse Specialist track have received a Master's degree from a regionally accredited institution in

nursing or related to nursing as outlined by the Board of Registered Nursing for Clinical Nurse Specialist certification.

2. Applicants are accepted for the fall, spring, or summer terms.
3. A valid and clear, current Registered Nurse license issued by the California Board of Registered Nursing to practice in the state of California.
4. Applicants for the Leadership/Administration track have completed a minimum of one (1) year full-time continuous employment as a licensed Registered Nurse within the last five (5) years.
5. Applicants for the Educator track must be able to meet minimum qualifications to be approved as a Clinical Teaching Assistant per California Board of Registered Nursing regulations, Title 16 CCR Section 1425(e): A clinical teaching assistant shall have at least one (1) year continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years as a registered nurse providing direct patient care.
6. Applicants for the Adult-Gerontology Clinical Nurse Specialist and post-MSN Adult-Gerontology Clinical Nurse Specialist tracks have completed a minimum of one year full-time continuous clinical experience in a setting caring for adults as a licensed Registered Nurse within the last three years.
7. The Admissions Committee of the MSN program will review and determine if the applicant's clinical employment meets the admission requirement.
8. Have earned a grade point average of 3.0 in the last 60 semester units or the last 90 quarter units of course work.
9. Have completed a course in statistics or research as a prerequisite to NUR 290 (not applicable to post-MSN Adult-Gerontology Clinical Nurse Specialist track.)
10. Complete the Graduate Student application and statement of interest.
11. Submit two letters of recommendation.
12. Verify health clearances.
13. Have current CPR certification - American Heart Association Basic Life Support (BLS) Healthcare Provider.
14. Provide proof of malpractice insurance.

Applicants who meet eligibility requirements are:

1. Required to complete an on-site writing sample (not applicable to post-MSN Adult-Gerontology CNS applicants).
2. Scheduled to meet with the MSN Program Representative for an academic planning session.

Students accepted into the MSN program:

1. Must take all required nursing courses at MSMC.
2. Are allowed to defer their admission for one year. For e.g., if a student is accepted in the fall, she/he may defer admission until the following fall. If accepted students do not enter within one year, they must reapply to the program.

Adult-Gerontology Clinical Nurse Specialist, Master of Science in Nursing

The Master's degree in Nursing with a concentration as an Adult-Gerontology Clinical Nurse Specialist will provide the graduate with the competencies specified by the California Board of Registered Nursing and the National Association of Clinical Nurse Specialists. Coursework provides graduates the expertise to promote the health and well-being of persons throughout the adult life span.

The Adult-Gerontology Clinical Nurse Specialist concentration is a 46 unit program that can be completed in as few as 7 terms or 28 months. For students entering Summer 2011 or later, the following curriculum applies to the Adult-Gerontology Clinical Nurse Specialist track:

NUR 200	Advanced Health Assessment	(3)
NUR 201	Theoretical & Conceptual Foundations of Nursing	(3)
NUR 202	Current Trends & Issues in Professional Nursing	(3)
NUR 203	Introduction to Graduate Studies	(1)
NUR 206	Educational Theories, Principles, & Methods in Nursing	(2)
NUR 207A	Healthcare Informatics & Technology	(1.5)
NUR 207B	Healthcare Informatics & Technology	(1.5)
NUR 238	Advanced Concepts in Gerontology	(3)
NUR 239	Advanced Concepts in Adult Health	(3)
NUR 246	Advanced Physiology/Pathophysiology	(3)
NUR 247	Foundations & Ethical Principles in Leadership & Consultation	(2)
NUR 248	Advanced Pharmacology	(3)
NUR 249	Clinical Nurse Specialist Role	(2)
NUR 250A	Adult-Gerontology Clinical Nurse Specialist Practicum	(3)
NUR 250B	Adult-Gerontology Clinical Nurse Specialist Practicum	(3)

NUR 250C	Adult-Gerontology Clinical Nurse Specialist Practicum	(3)
NUR 290	Nursing Research & Methodologies	(3)
NUR 296	Thesis Project Seminar	(3)

Students must complete a minimum of 500 precepted hours to meet eligibility requirements for American Nurses Credentialing Center (ANCC) Adult-Gerontology CNS certification exam. Required practicum hours are subject to change dependent on certification requirements.

Educator Track, Master of Science in Nursing

The Master's degree in Nursing with a concentration in Education will provide the graduate with competencies specified by the National League for Nursing (NLN) and the Association for Professional Nursing Development (ANPD) in advanced nursing theory and experience as a nursing educator. Skills will be mastered to develop strategies for curricular design and for the use of technology in various college and clinical agencies within the changing patterns of healthcare.

The Educator concentration is a 38 unit program that can be completed in as few as 6 terms or 2 years.

NUR 200	Advanced Health Assessment	(3)
NUR 201	Theoretical & Conceptual Foundations of Nursing	(3)
NUR 202	Current Trends & Issues in Professional Nursing	(3)
NUR 203	Introduction to Graduate Studies	(1)
NUR 206	Educational Theories, Principles & Methods in Nursing	(2)
NUR 207A	Healthcare Informatics & Technology	(1.5)
NUR 207B	Healthcare Informatics & Technology	(1.5)

NUR 208	Curriculum Development	(2)	NUR 247	Foundations & Ethical Principles in Leadership & Consultation	(2)
NUR 246	Advanced Physiology/ Pathophysiology	(3)	NUR 252A	Leadership/Administration Practicum	(3)
NUR 248	Advanced Pharmacology	(3)	NUR 252B	Leadership/Administration Practicum	(3)
NUR 290	Nursing Research & Methodologies	(3)	NUR 253	Organizational Management in Healthcare	(3)
NUR 294	Evaluation & Testing	(2)	NUR 254	Financial Management for Healthcare Organizations	(3)
NUR 295	Educator Practicum (agency setting)	(3)	NUR 256	Organizational Change & Strategic Planning for Healthcare	(3)
NUR 296	Thesis Project Seminar	(3)	NUR 290	Nursing Research & Methodologies	(3)
NUR 297	Educator Practicum (college setting)	(3)	NUR 296	Thesis Project Seminar	(3)

**Leadership and Administration Track,
Master of Science in Nursing**

The Master's degree in Nursing with a concentration in Leadership and Administration will provide the graduate with the competencies specified by the American Organization of Nurse Executives (AONE) to lead various organizations and institutions. The program encompasses both nursing and leadership/administration courses in order to develop the necessary skills to provide responsible organizational leadership to society. Inherent in the Leadership and Administration track is the personal/professional transformation essential to leaders.

The Leadership and Administration concentration is a 39 unit program that can be completed in as few as 6 terms or 2 years.

NUR 201	Theoretical & Conceptual Foundations of Nursing	(3)	NUR 200	Advanced Health Assessment	(3)
NUR 202	Current Trends & Issues in Professional Nursing	(3)	NUR 206	Educational Theories, Principles, & Methods in Nursing	(2)
NUR 203	Introduction to Graduate Studies	(1)	NUR 207A	Healthcare Informatics and Technology	(1.5)
NUR 204	Healthcare Policy	(3)	NUR 207B	Healthcare Informatics and Technology	(1.5)
NUR 207A	Healthcare Informatics & Technology	(1.5)	NUR 238	Advanced Concepts in Gerontology	(3)
NUR 207B	Healthcare Informatics & Technology	(1.5)	NUR 239	Advanced Concepts in Adult Health	(3)
NUR 241	Marketing Management in Healthcare	(3)	NUR 246	Advanced Physiology/Pathophysiology	(3)

Post MSN Adult-Gerontology Clinical Nurse Specialist Certificate

The Post-MSN Adult-Gerontology Clinical Nurse Specialist track will provide the graduate with the competencies specified by the California Board of Registered Nursing and the National Association of Clinical Nurse Specialists. Coursework provides graduates the expertise to promote the health and well-being of persons throughout the adult life span.

The Post-MSN Adult-Gerontology Clinical Nurse Specialist concentration is a 33 unit program that can be completed in as few as 7 terms or 48 months.

NUR 247	Foundations & Ethical Principles in Leadership & Consultation	(2)
NUR 248	Advanced Pharmacology	(3)
NUR 249	Clinical Nurse Specialist Role	(2)
NUR 250A	Adult-Gerontology Clinical Nurse Specialist Practicum	(3)
NUR 250B	Adult-Gerontology Clinical Nurse Specialist Practicum	(3)
NUR 250C	Adult-Gerontology Clinical Nurse Specialist Practicum	(3)

Students must complete a minimum of 500 precepted hours to meet eligibility requirements for American Nurses Credentialing Center (ANCC) Adult-Gerontology CNS certification exam. Required practicum hours subject to change dependent on certification requirements.

Nursing Courses

NUR 100 Validation of Clinical Competence

When a student is licensed to practice as a Registered Nurse in the state of California, credit for courses equivalent to MSMC lower and upper division nursing courses are transferable. The courses must have been completed through an accredited junior or senior college to be accepted as transfer units, with a satisfactory rating on the Validation of Clinical Competence form.

NUR 102 Professional Issues in Nursing Practice and Education (3)

This course is designed to assist the student in analysis of professional nursing issues. The significance and impact of these issues on nursing practice will be presented. Role transition will be explored with an emphasis on personal growth and the development of a career plan addressing both professional and educational aspects. Prerequisite: Admission into the ADN to MSN program and NUR 203 (may be taken concurrently).

NUR 103 Leadership Styles and Managing a Diverse Workforce (2)

This course is designed to introduce the ADN to MSN student to the theories and concepts of leadership and management roles in the professional setting. The student will formulate a change theory project in alignment with an organization's health care policy. The course will emphasize the utilization of critical

decision-making, collaboration, leadership and management, and team member skills within diverse professional settings. Prerequisite: Admission into the ADN to MSN program, NUR 102, NUR 104 must be taken concurrently, NUR 201, and NUR 203.

NUR 104 Leadership Practicum (1.5)

This course is designed to provide experience in utilizing a collaborative leadership style in applying the nursing process to leadership and management principles in the health care setting. A major change theory project will be selected in collaboration with a preceptor to address an issue relating to the setting utilized for the clinical experience. Prerequisites: Admission into the ADN to MSN program, NUR 102, NUR 103 must be taken concurrently, NUR 201, and NUR 203.

NUR 105 Community and Public Health Nursing (2.5)

This course introduces theories of public health nursing practice related to assessing the health of a population and applying nursing interventions to improve population health at the individual, family, community, and systems level of practice. Current disease and illness presenting in populations will be examined as well as potential cases. Morbidity and mortality data will be analyzed along with relevant socio-environmental factors to prepare students to practice evidence-based nursing care. The standards of public health nursing practice, the operational standards of a local health department, and the framework of Healthy People 2020 will be threaded throughout the course. Prevention, early detection, and intervention techniques related to Child, Elder, and Intimate Partner / Domestic abuse will be covered including California reporting requirements. Interprofessional collaboration is emphasized to aid in providing comprehensive services to the population as a whole. Prerequisites: Admission into the ADN to MSN program, NUR 102, NUR 106 must be taken concurrently, NUR 201, and NUR 203.

NUR 106 Community and Public Health Nursing Practicum (2)

This course is designed to provide a synthesis of community/population nursing experiences that allow the student to apply the knowledge, skills, and attitudes from professional nursing practice and public health concepts. The clinical venues will provide students with opportunities

to expand their understanding of community health nursing practice and the activities that focus upon health care promotion and disease prevention in culturally/socially diverse populations at the level of whole or aggregate communities both domestically and internationally. The Roy Adaptation Model will be used to frame the assessment of the community and serve as a cornerstone in the development of evidence based community health intervention plan. An epidemiological approach will be utilized to identify and assess problems within aggregates in the community. Prerequisites: Admission into the ADN to MSN program, NUR 102, NUR 105 must be taken concurrently, NUR 201, and NUR 203.

NUR 107A Healthcare Informatics & Technology (1.5)

This first course in healthcare informatics provides an overview of the broad areas which encompass informatics and healthcare technologies. The focus is on developing an understanding of relevant concepts to enable the master's-prepared nurse to utilize healthcare informatics as a tool to coordinate care, optimize patient safety, and improve health outcomes. Current trends and issues in using, designing, and managing healthcare information systems will be examined. Students, applying knowledge from assigned readings, will analyze the design and implementation of health care information systems. Prerequisites: Admission into the ADN to MSN program and NUR 203 (may be taken concurrently). Equivalent to NUR 144A, 207A.

NUR 107B Health Care Informatics & Technology (1.5)

This second course in healthcare informatics and technologies will provide the master's-educated nurse the knowledge and skills to utilize current information and communication technologies, determine how these technologies can be integrated into practice and education of patients and healthcare providers, and manage data in outcomes evaluation. Use of technology to analyze data sets and their use to improve patient care outcomes will be covered. The impact of the electronic health record as well as the ethical, legal, and confidentiality considerations will be emphasized. Prerequisites: Admission into the ADN to MSN program and NUR 203 (may be taken concurrently). Equivalent to NUR 144B, 207B.

NUR 110 RN Externship (2)

This course is developed for a newly licensed RN to strengthen his/her skills acquisition,

develop professional role competence, and facilitate the new RN's transition to practice. In addition to a practicum component, seminars will address communication and teamwork, patient-centered care, evidence-based practice, quality improvement, informatics, and ethics. The practicum is under the supervision of a one-to-one preceptorship experiencing clinical analyses and judgments while engaged in patient care in a select nursing area. Prerequisites: Admission into ADN to MSN program, NUR 203 (may be taken concurrently).

NUR 200 Advanced Health Assessment (3)

This advanced health assessment course focuses on the adult population spanning from young to older adults. It is designed to offer a comprehensive review of obtaining a complete health history and the physical assessment skills required for this patient population. An emphasis is placed on the relationship between physical assessment and health behaviors in conjunction with epidemiological, cultural, psychosocial and spiritual needs of clients. Upon this foundation, the graduate student will develop the necessary skills to assess and identify patient problems and formulate appropriate & comprehensive plans of care. Prerequisites: Admission into the MSN program, graduate standing and NUR 203 (may be taken concurrently).

NUR 201 Theoretical and Conceptual Foundations of Nursing (3)

The course will offer an opportunity for graduate nursing students to explore the relationships between theory, research, practice, and the philosophical dimensions of nursing. There is a scholarly exploration of the theoretical and conceptual models that influence the discipline of nursing. A historical view of the nursing profession will be presented and analyzed. The student will choose a theoretical framework upon which to design the graduate project. Prerequisites: Admission into the MSN program and NUR 203 (may be taken concurrently).

NUR 202 Current Trends & Issues in Professional Nursing (3) Online or Classroom

This course utilizes an ethical decision-making framework to explore and analyze current issues that impact the nursing profession and communities of interest. The seminar discussion focuses on professional issues and current topics that affect the nursing profession and healthcare, including population health which

reflects cultural and diversity needs. Prerequisites: Admission into the MSN program, graduate standing, and NUR 203 (may be taken concurrently).

NUR 203 Introduction to Graduate Studies (1)

This is an introduction for incoming graduate students in Nursing. The purpose of this course is to introduce students to the content and relational knowledge expected as a graduate student. Contents for the course include an orientation to program standards and objectives, expectations of graduate-level oral and written communication, practice locating, evaluating, and citing scholarly resources. Prerequisite: Admission into the ADN to MSN or MSN program. Prerequisite for ALL courses. This course can be taken concurrently during the student's first term.

NUR 204 Healthcare Policy (3)

This course focuses on developing the nurse's role in the planning and analysis of health care policies and how those policies impact clinical practice and health care delivery. Concepts related to policymaking are included; specifically how to formulate a healthcare policy, how to affect the political process, and stakeholder involvement in policy decision-making and implementation. The content serves to develop an understanding and appreciation for increasing levels of public, governmental and third party participation in and scrutiny of the strategic direction of the healthcare system. Current mandated legislation and the effect on nursing with an emphasis on concepts of access, quality, ethics, and cost containment will be the framework for course dialogue. Prerequisites: Admission into the MSN program, graduate standing, and NUR 203 (may be taken concurrently). Equivalent to NUR 245.

NUR 206 Educational Theories, Principles, and Methods in Nursing (2)

This course is designed to prepare students for nursing practice as educators. The focus of this course is to develop a complete educational plan from needs assessment to evaluation for students, healthcare professionals, clients, and communities of interest. In the role of nursing educator, students will learn how to influence changes to improve healthcare outcomes. Prerequisites: Admission into the MSN program and graduate standing. Successful completion of NUR 203 (may be taken concurrently).

NUR 207A Healthcare Informatics and Technology (1.5)

This first course in healthcare informatics provides an overview of the broad areas which encompass informatics and healthcare technologies. The focus is on developing an understanding of relevant concepts to enable the master's-prepared nurse to utilize healthcare informatics and technologies in direct patient care, leadership and administration, research, and educational experiences. Current trends and issues in using, designing, and managing healthcare information systems will be examined. Prerequisites: Admission into the MSN program and NUR 203 (may be taken concurrently). Equivalent to NUR 107A, 144A, 244A.

NUR 207B Healthcare Informatics and Technology (1.5)

This second course in healthcare informatics and technologies will provide the master's-prepared nurse the knowledge and skills to utilize current informatics and healthcare technologies in their roles as clinical nurse specialists, nursing leaders/administrators, and nurse educators. In depth examination of specific technologies utilized in patient care delivery, data analysis, education, professional development, and collaboration will be discussed. The goal of technology use to improve outcomes in quality, safety, and cost will be explored and emphasized. Prerequisites: Admission into the MSN program and NUR 203 (may be taken concurrently). Equivalent to NUR 107B, 144B, and 244B.

NUR 208 Curriculum Development (2)

This course is designed so that the graduate student can explore curriculum development in both the academic and practice settings. The course is geared toward an examination of philosophical bases for the development of curriculum. Students design and critique a model curriculum and include outcome criteria to evaluate educational goal attainment. Prerequisites: Admission into the MSN program and graduate standing. Successful completion of NUR 201, 203, and NUR 206.

NUR 210 RN Externship (2)

(Not open to new students)

This course is developed for a newly licensed RN to strengthen his/her skills acquisition, develop professional role competence, and facilitate the new RN's transition to practice. In addition to a practicum component, seminars will address communication and teamwork, patient-centered care, evidence-based practice,

quality improvement, informatics, and ethics. The practicum is under the supervision of a one-to-one preceptorship experiencing clinical analyses and judgments while engaged in patient care in a select nursing area. Prerequisites: Admission into MSN program, NUR 203 (may be taken concurrently).

NUR 238 Advanced Concepts in Gerontology (3)

This theory course will cover specific topics related to the assessment and care of older adults across the health continuum from wellness to acute care. Health promotion & disease prevention strategies in both psychosocial and physical functioning will be addressed. Common geriatric conditions and syndromes will also be discussed along with evidence-based best practice protocols utilized in treatment. Management of these conditions by the advance practice nurse in the Adult-Gerontology CNS role will be emphasized to assist the graduate student to meet entry-level competencies. Prerequisites: Admission into the MSN program, graduate standing, and NUR 200, 203, 246, and 248.

NUR 239 Advanced Concepts in Adult Health (3)

Complex disease as well as health promotion topics which are relevant to the adult life span will be presented for in-depth discussion. A focused look at the related physiology, pathophysiology, current research, and best management practices will be covered. This course is designed to emphasize the management of these conditions by the advanced practice registered nurse in the Adult-Gerontology Clinical Nurse Specialist role. Prerequisites: Admission into the MSN program, graduate standing, and NUR 200, 203, 246, 248 and 290.

NUR 241 Marketing Management in Healthcare (3)

This course is designed to be an introduction to the broad concept of marketing mix for the future manager. The marketing mix (4 Ps) defines tactics in the areas of Product, Price, Promotion, and Place (distribution decisions). Students will progress through the topics of generic functions of business, the environments of business, market planning, information, and segmentations. Consumer behavior, marketing ethics, marketing strategy, and developing a business plan with the emphasis on the healthcare industries will be covered in the class assignments. Prerequisites: Admission into the

MSN Program, graduate standing, and NUR 203, 254.

NUR 243 Theoretical Foundations of Community Health and Leadership in Nursing (Transition Course) (1)

This is a graduate level transition course specifically designed for graduates from non-BSN nursing programs. This course constitutes an exploration of concepts and theories related to nursing leadership roles and the community health specialty. Discussion will surround the roles, responsibilities, ethics and legal aspects of managing and leading in nursing positions. A secondary portion of the class is an introduction to community health nursing based on the components and domains of the Clinical Prevention and Population Health recommendations. Prerequisites: Admission into the MSN Program, graduate standing, and NUR 203 (must be taken concurrently).

NUR 246 Advanced Physiology/Pathophysiology (3)

This graduate level course covers general and advanced principles of physiology and pathophysiology that are applicable across the lifespan. In-depth examination of pathophysiologic mechanisms that are responsible for human illness and disease will be utilized as a framework for discussing common complex health problems encountered within major body systems. Alterations will be examined beginning at the cellular level with analysis of human responses to disease processes. Discussion of assessment, diagnosis, and evidence-based management utilized in treatment of these health problems will be included. Prerequisites: Admission into the MSN Program, graduate standing and, NUR 203 (may be taken concurrently).

NUR 247 Foundations and Ethical Principles in Leadership and Consultation (2)

Critical exploration of the foundations and ethical principles required of leaders. The course will focus on communication and relationship-building with emphasis on diversity, foundational thinking skills, and systems thinking in practice and consultation as well as the opportunity for students to examine the process of professional transformation balanced with professional growth. Prerequisites: Admission into the MSN program, graduate standing, and NUR 203 (may be taken concurrently).

NUR 248 Advanced Pharmacology (3)

This course is designed to prepare nurses for expert practice using advanced theoretical and empirical knowledge of pharmacology that can be applied in the practice setting. The focus is on pharmacotherapeutics and pharmacokinetics including a discussion at the cellular response level. Content will provide the advanced practice nurse the competencies necessary to work with patients, health care professionals and communities of interest to improve clinical care in a safe and cost-effective manner. Prerequisites: Admission into the MSN program, graduate standing, and NUR 203 (may be taken concurrently).

NUR 249 Clinical Nurse Specialist Role (2)

This didactic course will provide the student with concepts related to the advanced practice role of the Clinical Nurse Specialist (CNS). Core competencies of the Adult-Gerontology CNS will serve as the foundation to discuss the CNS's role and influence in direct care, consultation, systems leadership, collaboration, coaching, research, ethical decision-making, moral agency, and advocacy. Strategies related to developing innovative intervention design and evaluation, creating a culture of quality, safety and change, utilizing advanced communication & information technology as well as ways to promote professional and personal development will be covered. Prerequisites: Admission into the MSN program, graduate standing NUR 200, 203, 206, 246, 248, and 290.

NUR 250A Adult-Gerontology Clinical Nurse Specialist Practicum (3)

This is the first course in the CNS practica series which will provide opportunities for the student to experience professional growth in advanced nursing practice as an Adult-Gerontology Clinical Nurse Specialist in order to promote the health and well-being of adults. Current entry level competencies and behaviors that are expected of graduates of master's and post-master's programs that prepare CNSs, identified by the National CNS Core Competency Task Force Executive Summary, will be emphasized throughout the practica course series. The focus in the course will be on the competency areas of direct care and coaching. Prerequisites: Admission into the MSN program. Successful completion of NUR 200, 201 (N/A for post-MSN CNS), 203 (N/A for post-MSN CNS), 206, 238, 246, 247, 248, and 290 (N/A for post-MSN CNS). NUR 249 taken concurrently with NUR 250A.

NUR 250B Adult-Gerontology Clinical Nurse Specialist Practicum (3)

This course is the second in the CNS practica series which provides the student the opportunity to focus on the competency areas of research and ethical decision-making, moral agency and advocacy. These areas are identified as expected entry-level competencies and behaviors expected of graduates of master's and post master's programs that prepare CNSs by the National CNS Core Competency Task Force Executive Summary. It is expected that the student will be able to build on the knowledge and experience gained in the previous practicum course and continue to incorporate those advanced competencies and associated behaviors in direct care and coaching in addition to the emphasis of this course. Prerequisites: Admission into the MSN program. Successful completion of NUR 200, 201 (N/A for post-MSN CNS), 203 (N/A for post-MSN CNS), 206, 238, 239 (concurrently), 246, 247, 248, 249, 250A, and 290 (N/A for post-MSN CNS).

NUR 250C Adult-Gerontology Clinical Nurse Specialist Practicum (3)

This is the final course in the CNS practica series with emphasis on providing opportunities for the student to focus on the competency areas of consultation, collaboration, and systems leadership. These areas are identified as expected entry-level competencies and behaviors expected of graduates of masters and post-master's programs that prepare CNSs by the National CNS Core Competency Task Force Executive Summary. It is expected that the student will be able to build on the knowledge and experience gained in the previous two practica courses and continue to incorporate those advanced competencies and associated behaviors in direct care, coaching, researching, ethical decision-making, moral agency, and advocacy in addition to the emphasis of this course. Admission into the MSN program. Successful completion of NUR 200, 201 (N/A for post-MSN CNS), 203 (N/A for post-MSN CNS), 206, 238, 239, 246, 247, 248, 249, 250A, 250B, and 290 (N/A for post-MSN CNS).

NUR 252A Leadership/Administration Practicum (3)

This is the first course in the Leadership/Administration practica series for students in the nursing Leadership/Administration track. This course is designed to assist the student in gaining practical knowledge, skills, and experience

regarding the nursing leadership role in a variety of settings by precepting with a practicing nurse leader/administrator. The seminar portion of the course provides the student an opportunity to debrief and problem-solve with course faculty and other students. Current entry-level competencies and behaviors identified in the American Organization of Nurse Executives' Competencies (AONE) will be emphasized throughout the practica series. This practicum will concentrate on the competency areas of communication and relationship-building, leadership, and professionalism. Prerequisites: Admission into the MSN program. Successful completion of NUR 201, 203, 241 (taken concurrently), 247, 253, 254, and 290.

NUR 252B Leadership/Administration Practicum (3)

This is the second course in the Leadership/Administration practica series for students in the nursing Leadership/Administration track. This course is designed to assist the student in gaining practical knowledge, skills, and experience regarding the nursing leadership role in a variety of settings by precepting with a practicing nurse leader/administrator. The seminar portion of this course provides the student an opportunity to debrief and problem-solve with course faculty and other students. Current entry-level competencies and behaviors identified in the American Organization of Nurse Executives' Competencies (AONE) will be emphasized throughout the practica series. This practicum will concentrate on the competency areas of knowledge of the healthcare environment and business skills. It is expected that the student will be able to build on the knowledge and experience gained in the previous practicum course and continue to incorporate those advanced competencies and associated behaviors in addition to the emphasis of this course. Prerequisites: Admission into the MSN program. Successful completion of NUR 201, 203, 241, 247, 252A, 253, 254, 256 (taken concurrently) and 290.

NUR 253 Organizational Management in Healthcare (3)

The student will gain knowledge in management theories and styles and be able to analyze management and leadership components that have useful application in the workplace. The process of communication and cultural diversity and its application in the professional work environment will be studied

to prepare the student for management positions. Aspects of organizational structures, human resources, ethics, quality management, quality improvement methods, decision making methods, and critical thinking will be examined so that the student begins to develop a foundation for use in their professional career. Prerequisites: Admission into the MSN program, graduate standing, and NUR 203 (may be taken concurrently).

NUR 254 Financial Management for Healthcare Organizations (3)

This course will introduce the student to finance within the healthcare environment, including the budget development process, revenue sources, variable and fixed expenses. Financial terms, ratios, and uses will be covered so that the student develops the ability to read and understand financial reports, create variance reports, and communicate effectively with the finance departments. The course will also emphasize strategic planning and service line analysis as foundations to business development. Prerequisites: Admission into the MSN Program, graduate standing, and NUR 203 (may be taken concurrently).

NUR 256 Organizational Change and Strategic Planning for Healthcare (3)

This course will present the concepts of organizational change, the principles and foundations of strategic planning, the components of the strategic planning process, and utilizing strategic planning as an effective tool in managing an organizational change. Completion of this course will enable students to identify the differences between critical thinking and strategic thinking, the similarities between the strategic planning process and the nursing process, and prepare and assist them in developing a strategic plan in an administrative role. The course is designed to include key strategies used in the development of a strategic plan, including a SWOT analysis (Strengths; Weaknesses; Opportunities; and Threats). Prerequisites: Admission into the MSN Program, graduate standing, and NUR 203 (may be taken concurrently).

NUR 290 Nursing Research and Methodologies (3)

This course constitutes an in-depth exploration of the research process and strategies. Discussion will surround both quantitative as well as qualitative designs with emphasis on human subjects protection. Students will prepare the first three chapters of their thesis

project proposal. The project will be aimed at solving a practical or clinical problem, or meeting an educational or administrative need in a service or academic setting. The project may include a nursing intervention program, a change project, or an educational program that is designed in the form of a class, instructional module, computer program, videotape, or nursing education evaluation tool. Students must obtain written facility approval prior to implementation of the thesis project. This seminar will provide the student with the opportunity to meet with the faculty throughout the term to discuss the progress of the thesis project and to obtain guidance from the course faculty member. Prerequisites: Admission into the MSN program. Successful completion of a mathematical statistics course or research course, NUR 201, and NUR 203.

NUR 294 Evaluation and Testing (2)

This course will present concepts of assessment, measurement, testing, and evaluation in nursing education. The students will be prepared to utilize this knowledge in the role of the nurse educator. The course is designed to include strategies used to develop test items, clinical evaluation, evaluation of clinical performance, as well as social/legal/ethical issues associated with assessment and testing. Prerequisites: Admission into the MSN Program and graduate standing. Successful completion of NUR 201, 203, 206, and 208.

NUR 295 Educator Practicum (agency setting) (3)

This course is designed to prepare students to assume the role of a professional nursing development specialist within an agency. In this practicum, the student will gain experience in staff development. Competencies identified by the Association for Professional Nursing Development (ANPD) are emphasized. Prerequisites: Successful completion of NUR 200, 201, 203, 206, 208, 246, 248, 290, 294, and 298.

NUR 296 Thesis Project Seminar (3)

The focus of this seminar is implementation and evaluation of the project proposal developed in NUR 290 (Nursing Research and Methodologies) once written facility approval has been obtained. Findings of project implementation and evaluation will be presented and discussed in Chapters 4 and 5. Completion of this course requires submission of an approved final thesis project which includes revised Chapters 1, 2, and 3. This seminar will provide the student with the

opportunity to meet with the faculty throughout the term to discuss the progress of the thesis project and to obtain guidance from the course faculty member.

Prerequisites: Successful completion of NUR 201, 203, and 290.

NUR 297 Educator Practicum (college setting) (3)

This course will provide students with experiences to prepare them as academic educators of pre-licensure RN students in a college-level nursing program. The student will be assigned a college setting in which to prepare the coursework and assist with the evaluation process while being supervised by a BRN approved faculty member. Students will function in the role of an academic educator through participation in the varied aspects of a college environment. Prerequisites: Admission to the MSN program. Successful completion of NUR 200, 201, 203, 206, 208, 246, 248, 290, 294 (may be taken concurrently), and 298.

NUR 298 Nurse Educator Role (1)

This course will introduce the student to the Nurse Educator role in a variety of settings. This will include academic setting, staff development, nurse counselor, and clinical nurse educator. Understanding the nurse educator role using the NLN and ANPD educator competencies as well as the ANA standards will be a primary focus of the course. Prerequisites: Admission into the MSN Program, graduate standing, and NUR 203 (may be taken concurrently).

NUR 299 Independent Study (1-3)

The faculty and student determine the focus of the independent study. The study may center on a problem of interest and/or desire to acquire a greater understanding of certain concepts/processes. This may involve but not limited to directed readings, assignments, projects, and research. Prerequisite: Admission into the MSN program, graduate standing. Consent of instructor, approval of faculty advisor, and program director.

The MSN program reserves the right to make changes regarding content in the Catalog.

Nursing

The college offers Associate, Baccalaureate, and Masters degree programs with majors in nursing that provide options for career mobility.

Philosophy

Mount St. Mary's College is an academic community committed to continuing exploration of our relationship to God, to other persons, and to nature. This exploration takes the form of programs devoted to excellence in the liberal arts and career preparation with a special focus on educating women for participation and leadership in our society and our time. The Catholic tradition of the College offers a value orientation for the student's personal and professional life, giving the motivation for a Christian commitment that views professional life as service.

Nursing is a service to humanity. It is a profession committed to: the promotion and restoration of health; the prevention of illness of individuals, families, groups, and communities; and support for a dignified death. It is the science whose main concern involves the life processes that positively affect the health status and integrity of persons, families, and groups. These life processes involve physiological, sociological, and spiritual life components. A focus on the interaction of these components delineates nursing science.

The Department of Nursing functions within the philosophy of the College and has developed a curriculum on the Roy Adaptation Model of Nursing. The Adaptation Model recognizes that a person is a bio-psycho-social-spiritual being in constant interaction with a dynamic and complex world. Humans

possess both innate and acquired mechanisms which, in health, enable coping with the complex internal and external environment. In times of stress, these coping mechanisms may be disrupted. The ability to adapt to the internal and external environment at this time affects the person's position on the health-illness continuum. The promotion of adaptation in the direction of health depends upon an educational program which prepares the student to understand the person as a total being, to recognize and respect human values, and to utilize a scientific process within the framework of the adaptation model.

The goal of nursing is directing, maintaining, and reinforcing the adaptation of person, families, and groups toward optimal health.

The process involves:

- Assessing the factors that influence the position on the illness continuum, the factors that influence the position, and the effectiveness of the coping mechanisms.
- Determining the actual or potential health problem(s).
- Establishing mutually acceptable goals.
- Intervening by promoting adaptation through the modification of influencing factors and/or increasing the response in the coping potential.
- Evaluating the position on the health-illness continuum to reaffirm and/or modify interventions.

Each student enters the nursing program with a unique background for potential growth. Students are active learners. Learning progresses from novice to beginning level practitioner in a variety of settings from simple to

complex. Because each student is unique with different learning potentials and different critical thinking skills, the expectation is that the student will seek assistance and demonstrate growth at all stages of learning. The extent to which this distinct potential is achieved is determined by behavioral changes which are observed and evaluated in the context of the expected outcomes of the learning process.

The faculty believe the program has different levels of competencies for students to achieve their distinct potential. Options to select entry levels to promote career mobility are offered.

The faculty believe providing a supportive environment enhances learning at each level of the program. The faculty act as role models and therefore must be clinically competent and professionally active. In addition, they assume responsibility for individual advisement of nursing majors and provide opportunities for assistance in the event of academic difficulties.

Nursing Major Policy on Admission/Progression: Essential Performance Standards

Background:

The Americans with Disabilities Act (ADA) of 1990 was instituted by Congress to prohibit discrimination against qualified individuals with disabilities. Schools of nursing and state university systems, like other state and federally funded entities, are required to comply with the stipulations of the ADA. The ADA defines a qualified individual with a disability as an individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the

employment position that such individual holds or desires. In addition, the Rehabilitation Act of 1973 prohibits discrimination in admissions of a qualified person with disabilities.

ADA and the Rehabilitation Act of 1973 eligibility requirements vary depending on the type of services, activities, and functions needed in particular areas. The practice of nursing is an applied discipline with cognitive, sensory, affective, and motor components. Hence, students must be able to perform the functions which are necessary for the safe practice of nursing and essential to the licensing standards with or without reasonable accommodations in order to be admitted to or progress in the nursing program at Mount St. Mary's College.

Core Performance Standards:

1. Ability to think critically, such that the student can begin to make clinical decisions, identify cause-and-effect relationships with clinical data, and develop nursing care plans.
2. Ability to demonstrate interpersonal abilities such that the student can appropriately interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
3. Ability to clearly communicate in verbal and written forms such that students can communicate nursing actions, interpret client responses, initiate health teaching, document and understand nursing activities, and interact with clients, staff and faculty supervisors.
4. Ability to maneuver in small spaces and move from one place to another such that the student can move around in clients' rooms and bathrooms, into

and out of work spaces, access treatment areas, and procure needed emergency materials when indicated. While health care agencies must meet ADA physical access standards, potential clients with equipment may limit the amount of available space in which to move.

5. Ability to demonstrate gross and fine motor skills sufficient to provide safe and effective nursing care such that the student can move and position clients in and out of bed, ambulate and transport patients, calibrate and use equipment, and perform cardiopulmonary resuscitation.
6. Ability to hear well enough to monitor and assess clients' health needs such that the student can hear cries for help, alarms on equipment, emergency signals, breath and heart sounds on auscultation, and various overhead codes.
7. Ability to see well enough to observe and assess clients' health status and changes in condition such that the student could see grimacing, movement, changes in skin color, rashes, and other observed client changes or responses.
8. Ability to have tactile capabilities sufficient for physical assessment such that the student could successfully perform palpation, note changes in skin temperature, perform skills related to therapeutic activities and identify by touch other changes in client condition.

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For students whom have met the criteria or wish to be considered for accommodation must meet with the

Director of the Learning Resource Center. A document on College letterhead listing the accommodations must be provided to the instructor the first day of class.

In appropriately documented cases, every effort will be made to adapt the delivery of curriculum, including assessment requirements and processes for developing academic skills, to accommodate and meet the needs of the student with documented disabilities. At the same time, the Department honors and respects the ethical responsibility of faculty to ensure the safety and competence of our graduates as well as the safety of their patients. Adaptations to normal course requirements will not be made if to do so would compromise the essential nature of any course, or would disregard skills or knowledge deemed essential for the competent practice of the entry level nurse. Additionally, at no time will an accommodation be made that might compromise the safety of the consuming public.

Department of Nursing Policies

Policies apply to each nursing program

Nursing focuses on prevention and promotion of health. Students admitted to and progressing through Mount St. Mary's College Nursing Program are strongly encouraged to engage in health practices which model those they are teaching to patients. Prior to enrollment in the first nursing course, students will be informed of the nursing department health policies.

Every student admitted to the nursing courses must have completed the following health data. Clinical agencies will not accept a student who has not met all of the following health

requirements:

- Past medical history on which the student attests that physical and emotional health are such as to allow for full participation in both clinical and theoretical components of the nursing curriculum.
- Physical examination, including a visual screening, urinalysis, and complete blood count, must be completed by a licensed physician, certified nurse practitioner, or physician's assistant annually.
- A two-step PPD/Mantoux skin test for Tuberculosis is required on admission to the nursing program. Then annual testing is required. If the student tests positive or has previously tested positive, a chest x-ray is required every year.
- Individual degree options may have additional requirements, please see the individual program descriptions for further information.
- A flu vaccine is required annually, unless contraindicated or a waiver is signed. For some clinical agencies the student must follow the clinical agencies protocol when not vaccinated (ie restricting direct patient contact, care, or wearing an mask with direct patient care).

Immunizations Required for Nursing Programs

- Polio – Series of three doses for those under 18 years of age.
- Measles/Mumps/Rubella (MMR) – If born in 1957 or later, the student must have two doses, with at least one since 1980. Students born prior to 1957 may either have one dose or demonstrate proof of immunity through titers or have two doses.

- Tetanus, Diphtheria, and Pertussis (TDaP) is preferred, but Tetanus and Diphtheria (TD) is acceptable.) – Every 10 years.
- Hepatitis B – Unless the student can demonstrate immunity through a titer, all nursing majors must have completed at least two of three shots prior to beginning clinical. The second shot is given one month after the first, and the third shot is due six months after the first.

Titers Required for Nursing Programs

- Measles: demonstrate immunity through serological testing or be immunized for rubella, rubeola, mumps
- Varicella (chicken pox) Titer: If the result is negative, two doses of a varicella vaccine are required one month apart.
- Hepatitis B Titer: After the third shot of the hepatitis B series is completed, the student must demonstrate proof of immunity. A Hepatitis IGG AB titer is drawn a minimum of 30 days after the 3rd shot is received. If the titer is negative, a fourth vaccine may be required with a repeat titer after 30 days. If the titer continues to be negative it is recommended for the student to have a medical evaluation to determine the efficacy of further Hepatitis B immunization.

If a student is not able to comply with these health requirements, the student must obtain a written statement to this effect from her/his licensed healthcare provider and submit it to the Nursing Department.

Students have the responsibility of disclosing any temporary health condition, which may hamper their ability to perform the essential

performance standards. A written medical release from their health care practitioner must be submitted to the Nursing Department prior to returning to the clinical area.

Clinical agencies may have requirements other than those above. If so, students will be instructed to obtain the necessary tests. The student is not allowed to participate in clinical experiences if the healthcare screening process is not completed prior to the start of the clinical rotation.

A student with a health condition (i.e., pregnancy, seizure disorder, HIV positive, diabetes, infectious disease, emotional problems, etc.) that may have a safety consideration must immediately notify the clinical instructor so that assignment modification can be made as necessary. The Department of Nursing has the responsibility to determine those health issues that may interfere with the student's progress in the clinical area.

To ensure success in the program, all students with documented disabilities must inform each nursing instructor at the beginning of each course, so that reasonable accommodations can be made.

Criminal Background Checks for Clinical Placement Policy Required for Nursing Programs

To comply with clinical agency requirements, nursing students are required to have a clear criminal background check to participate in placement(s) at clinical facilities. Background checks are required for registration in clinical nursing courses. The initial background check satisfies this requirement during continuous enrollment in the program. Should your educational process be

interrupted, a new background check will be required. Students under 18 years of age are exempt from this requirement.

Associate in Arts Degree Major in Nursing (ADN)

ADN Objectives

Upon completion of the program, the student will have met the following objectives:

1. Provider of Care
 - a. Utilize Roy Adaptation Model to:
 1. Recognize, assess and define the factors influencing the person's/family's adaptive level, adaptive response, and consequent position of the health-illness continuum;
 2. Identify, assess and validate the person's/family's adaptive level and response;
 3. Define patient/client goals based upon a clear analysis and synthesis of data in collaboration with patient, nursing and other disciplines;
 4. Define and perform those nursing interventions which affect the patient/client goals;
 5. Evaluate the consequences of nursing interventions in terms of the person's/family's behavioral change and the achievement of both patient/client and nursing goals, and modify those nursing actions, if desired

adaptive outcomes are not achieved.

- b. Utilize the nursing process as a scientific method.
- c. Utilize knowledge of health-illness (normal/disruption) as it pertains to patient/client care.
- d. Demonstrate competency in common nursing procedures.

2. Communicator

- a. Utilize effective communication skills with clients and peers.
- b. Use communication skills as a method of data collection, nursing intervention and evaluation of care.
- c. Communicate and record assessments, nursing care plans, interventions and evaluations within the protocol of the institution.

3. Client Teacher

- a. Apply principles of the teaching/learning process.
- b. Develop short-range teaching plans based on the learning process.

4. Manager of Client Care

- a. Function effectively as a member of health care team.
- b. Utilize basic leadership skills in practice, based on small group patient care management and primary nursing.

5. Membership within the profession of Nursing

- a. Make judgments based on moral, ethical, and legal principles.
- b. Continue to evaluate and enhance personal and professional

behavior.

- c. Assume responsibility for self-development and use resources for continued learning.
- d. Maintain the role of the nurse as a patient advocate.

Upon completion of the program, the student is eligible to take the California State Board examination for registered nurses (R.N.) licensure.

ADN Admission Policy

In addition to meeting the general admission requirements, acceptance into the Department of Nursing is determined by the Admission Committee of the department/program. Admission is based upon a consideration of the student's academic achievement, College Entrance Examination scores and previous college experience (if any).

In order to be eligible for review, applicants must be admitted to the College and then fulfill the nursing admission requirements. Admission to the A.D.N. Program is considered for the fall semester and for spring semester with a specific deadline for each semester. Admission is based on:

- Completed application form
- Satisfactory fulfillment of pre-requisite classes
- Cumulative GPA of at least 2.75
- Cumulative Science GPA of at least 2.50
- Letters of reference
- Passing score on the nursing entrance examination

Personal interviews may be scheduled for qualified applicants admitted directly to the A.D.N. Program. Students admitted as Pre-Nursing will not be asked to interview until the point of admission into the nursing program.

Priority is given to students who:

- Meet the required criteria.
- Have a cumulative GPA of 2.75 for all transferable college work attempted.
- A GPA of 2.50 for college science courses is required for admission to the nursing program. The science GPA will consist of grades received from scientific concepts or chemistry, anatomy, physiology, and microbiology.
- A student may repeat a course required for the nursing major no more than once. Failure (C- and below) of any two required science or pre-requisite courses results in non-admission.
- A student may repeat the nursing entrance examination no more than once. Failure to meet the required benchmark results in non-admission.

Candidates who have 30 units of general studies requirements completed (except RST 41) prior to admission may be admitted into the first year of the nursing program.

LVNs who have met the admission requirements for the ADN program must notify Admissions and Advisement of their intent to pursue the Mobility Option prior to their admission into the program. In the Mobility Option, LVNs are awarded 10 units of nursing course credits (NUR 23 series, NUR 24 series, and NUR 30). Successful completion of NUR 20 is required during their first semester

session for continuation in the LVN Mobility Option.

A non-degree option is available for LVNs who meet the college entrance requirements. The student is eligible to take the NCLEX-RN examination for the registered nurse licensure after completing 29 units of prescribed courses. The student is not awarded a degree from Mount St. Mary's College. The same admission policy applies to individuals wishing to pursue the 30-unit option

Candidates with previous Registered Nursing education may be given transfer credit for previous nursing courses equivalent to the Nursing Department courses. Admission of these candidates will be on a probationary status. The student must have a cumulative GPA of 2.75 or better in the nursing courses for admission consideration. A minimum of 18 units of nursing courses must be completed during the last two semesters at Mount St. Mary's College. Candidates who have taken courses related to nursing with a theoretical foundation and are currently practicing in the healthcare setting (i.e., CNA, Respiratory Tech, Hemodialysis Tech, LPT) may challenge specific courses. The student must make an appointment with the Program Director to discuss this option and his/her qualifications.

ADN Academic Policy

The faculty of the Department of Nursing has the right and the responsibility for judging and evaluating the quality of the student's achievement, both in the mastery of theoretical content and in clinical competence.

Notice of academic difficulty, probation, or dismissal is used when deemed necessary. A grade below C

(2.0) in a course (Nursing or General Education) is considered a failed course and must be repeated. A student may have only one failed course during the entire nursing program. A student may repeat only one failed course in the entire program. A second failed course or a failed repeated course results in dismissal from the program. A failure of more than one course in a series of courses (e.g., NUR 24, 24A, 24L, 25) taken concurrently, counts as one failed course. If a student's level of clinical practice is unsatisfactory or unsafe, the student may fail before the end of the semester.

Readmission may be granted by special action of the A.D.N. Admission Committee of the ADN Department. Readmission of a student who was dismissed from the nursing program due to unsafe practice is not permitted.

Prior to admission to the ADN program, a nursing entrance examination is administered, i.e., ATI TEAS test. The score benchmark for the A.D.N. program as determined by the ATI norming process must be achieved. Students who score below the passing score are recommended to utilize a remediation program prior to retaking the test. A student may retest only once. The purpose of this test is to determine the student's knowledge related to math, English, sciences and critical thinking.

During the clinical portion of the program, students must carry malpractice insurance, have a current CPR card (American Heart Association (AHA) Health Care Provider or BCLS/Professional Rescuer CPR), and an LA City fire safety card.

Dosage Calculation Examination: Accurate calculation of drug dosages is a skill that is necessary for the safe and effective practice of nursing.

Serious harm to a client can result from math errors. Incorrectly calculated or measured dosages are the leading cause of error in the administration of medications. A drug error is a violation of a client's rights. Therefore, it is extremely important that nurses and nursing students demonstrate competence in such calculations. A dosage calculations exam will be given regularly throughout the curriculum. A minimum 100% score is required on this test. If a score of less than 100% is achieved, a second test will be given. The second test must be passed with 100% proficiency to remain in this course. If unsuccessful on the second attempt the student must drop the theory, skills lab, and clinical courses for that session. If in a subsequent course the math proficiency test is not passed at the 100% benchmark, the student may be disqualified from the program.

Nursing AA Degree Curriculum Requirements ADN Program

Prerequisite Requirements for A.D.N. Program

Pre-Nursing

PHS 1	Scientific Concepts	(3)
*BIO 50A	Human Anatomy	(3)
*BIO 50AL	Human Anatomy Lab	(1)
*BIO 50B	Human Physiology	(3)
*BIO 50BL	Human Physiology Lab	(1)
*BIO 3	General Microbiology	(3)
*BIO 3L	General Microbiology Lab	(1)
ENG 1A	Freshman English	(3)
ENG 1B or 1C	Freshman English	(3)
SPE 10	Introduction to Communication	(2)
PSY 1	General Psychology	(3)
PSY 12	Developmental Psychology	(3)
PHI 10	Critical Thinking	(3)

**RST 41	Christian Ethics	(3)
SOC 1	Introduction to Sociology	(3)
ART 5	Fundamentals of Art	(3)

**Must have been completed within five years prior to admission*

***Must be completed within the first academic year in the nursing program or if transferred in prior to admissions must meet the nursing department requirements for bioethics as an upper division course.*

Total units: 41

Those wishing to apply to the A.D.N program may choose to fulfill the pre-requisite courses at Mount St. Mary's College. Admission to this Pre-ADN component is based on.

1. high school transcript
2. SAT or ACT test scores and
3. College transcripts showing satisfactory completion of English 1A, Psychology 1, and one general studies course (GS III A, B, C or G)

AA Degree Curriculum Requirements A.D.N. Program

First Year

NUR 20	Adaptation Model Nursing Theory	(2)
NUR 23, 23L	Principles and Practice of Nursing Skills	(2, 1)
NUR 24, 26	Adult Adaptation Nursing I, II	(2, 2)
NUR 24A, 24L	Medical-Surgical Principles and Practice of Skills I	(0.5, 0.5)
NUR 26A, 26L	Medical-Surgical Principles and Practice of Skills II	(0.5, 0.5)
NUR 25, 27	Medical-Surgical Practicum I, II	(2, 2)
NUR 28	Adult and Adolescent Mental Health Adaptation	(2)
NUR 28A	Principles & Practice of Advanced Interpersonal Skills	(1)
NUR 29	Mental Health Practicum	(2)
NUR 30	Pharmacology	(2)
NUR 31	Children: Adaptation	(2)
NUR 32	Children: Practicum	(2)

Total units: 26

Summer

Specialties are subject to change at times when students have progressed to taking a specialty. During summer sessions students whom have advanced to specialties may or may not need to increase their units for financial aid. In the case units are required students may register for an upper division course that will meet requirements for RN to BSN option if they choose. An appointment with the RN to BSN advisor may need to be scheduled to select an appropriate course. Total units: 1 -3

Second Year

NUR 33	Professional and Management Issues in Nursing	(2)
NUR 35	Childbearing: Adaptation	(2)
NUR 36	Childbearing: Practicum	(2)
NUR 37	Gerontological Nursing	(2)
NUR 38	Gerontological Nursing Practicum	(2)
NUR 46	Adult Adaptation Nursing III	(2)
NUR 47	Medical-Surgical Practicum III	(2)
NUR 48	Professional Nursing Practicum	(2)

Total units: 16

Total units for Associate of Arts Degree in Nursing:83

LVN Mobility Option Curriculum Requirement ADN Program

Prerequisites to beginning nursing courses for LVNs are the same AA Degree Curriculum Requirements

Same as AA Degree curriculum requirement.

First Year A.D.N. Program

NUR 20	Adaptation Model Nursing Theory	(2)
NUR 26	Adult and Adaptation Nursing II	(2)
NUR 26A/L	Medical-Surgical Principles and Practice of Skills II	(0.5,0.5)
NUR 27	Medical-Surgical Practicum	(2)
NUR 28	Adult and Adolescent Mental Health Adaptation	(2)
NUR 28A	Principles & Practice of Advanced	(1)

	Interpersonal Skills	
NUR 29	Mental Health Practicum	(2)
NUR 31	Children: Adaptation	(2)
NUR 32	Children: Practicum	(2)

Total units: 16

Summer

Specialties are subject to change at times when students have progressed to taking a specialty. During summer sessions students whom have advanced to specialties may or may not need to increase their units for financial aid. In the case units are required students may register for an upper division course that will meet requirements for RN to BSN option if they choose. An appointment with the RN to BSN advisor may need to be scheduled to select an appropriate course.

Total units: 1 -3

Second Year A.D.N. Program

NUR 33	Professional and Management Issues in Nursing	(2)
NUR 35	Childbearing: Adaptation	(2)
NUR 36	Childbearing: Practicum	(2)
NUR 37	Gerontological Nursing	(2)
NUR 38	Gerontological Nursing Practicum	(2)
NUR 46	Adult Adaptation Nursing III	(2)
NUR 47	Medical-Surgical Practicum III	(2)
NUR 48	Professional Nursing Practicum	(2)

Total units: 16

Total LVN transferred units: 10

Total units for the Associate of Arts in Nursing: 83

LVN 30 Units Non-Degree Option Curriculum Requirement
First Year

BIO 50B	Human Physiology	(3)
BIO 50BL	Human Physiology Lab	(1)
BIO 3	General Microbiology	(3)
BIO 3L	General Microbiology Lab	(1)
NUR 20	Adaptation Model Nursing Theory	(2)
NUR 28	Adult and Adolescent Mental Health Adaptation	(2)

NUR 28A	Principles / Practice of Advanced Interpersonal Skills	(1)
NUR 29	Mental Health Practicum	(2)
NUR 30	Pharmacology	(2)

Total units: 17

Second Year

NUR 33	Professional and Management Issues in Nursing	(2)
NUR 37	Gerontological Nursing	(2)
NUR 38	Gerontological Nursing Practicum	(2)
NUR 46	Adult Adaptation Nursing III	(2)
NUR 47	Medical-Surgical Practicum III	(2)
NUR 48	Professional Nursing Practicum	(2)

Total units: 12

Total units required for California RN Licensure Exam:
29

Nursing Courses
NUR 20 Adaptation Model Nursing Theory (2)

Introduction of the Roy Adaptation Model as a theoretical framework for nursing practice. Emphasis is on nursing process according to adaptation theory, with integration of physiological and psychosocial modes of adaptation in the adult population. GS-VIIA

NUR 23/23L Principles and Practice of Nursing Skills (2,1)

This course introduces theoretical foundation for basic assessment skills including interviewing (beginning communication skills), observation, basic physical assessment, vital signs measurement. The course also introduces basic nursing skills and interventions necessary for safe patient care, including sterile techniques, concepts of infection control, and basic hygiene care. The concurrent clinical component in the Skills Lab focuses on development of associated psychomotor skills introduced in NUR 23. *Prerequisite: NUR 20 or concurrent enrollment with NUR 20.*

NUR 24 Adult Adaptation Nursing I (2)

This course involves an Adaptation Process approach focusing on the Physiologic Mode of adult population. The course focuses on beginning adaptation problems of oxygenation, nutrition, activity/rest, elimination and protection needs of the patient. The impact of physiological processes of fluid and electrolytes, neurological, endocrine, sensory

system in adaptation is discussed. *Prerequisite:* NUR 20, 23/23L, 30, or concurrent enrollment with NUR 30.

NUR 24A/24L Medical-Surgical Principles and Practice of Skills I (.5, .5)

Introduction of skills for nursing interventions related to medication administration, management of mobility problems, management of nutritional problems, management of elimination problems, and fluid management. *Prerequisite:* NUR 20, 23/23L, 30 or concurrent enrollment with NUR 30.

NUR 25 Medical-Surgical Practicum I (2)

This first medical-surgical practicum introduces the student to the care of the adult hospitalized patient with common medical-surgical problems. Experience is provided in a variety of hospital settings and with patients who are at various points along the health-illness continuum. The focus of this course is the application of concepts from Adult Adaptation I (NUR 24) and Medical-Surgical Principles and Practice of Nursing Skills (NUR 24A/24L). *Prerequisite:* NUR 20, 23/23L, 30, or concurrent enrollment with NUR 30. NUR 24, 24A/24L, 25 are taken concurrently and must be passed successfully before progressing.

NUR 26 Adult Adaptation Nursing II (2)

The second medical-surgical course focuses on advanced adaptation problems of oxygenation, nutrition, activity/rest, elimination and protection needs of the patient and incorporates the psychosocial modes in applying the Adaptation Model. The impact of physiological processes of fluid and electrolytes, neurological, endocrine, sensory system in adaptation is discussed. *Prerequisites:* NUR 20, 23/23L, 30, 24, 24A/24L, 25.

NUR 26A/26L Medical-Surgical Principles and Practice of Skills II (.5, .5)

Introduction of skills for nursing interventions related to IV insertion and central line management; blood therapies; airway and oxygenation management. *Prerequisites:* NUR 20, 23/23L, 30, 24, 24A/24L, 25.

NUR 27 Medical-Surgical Nursing Practicum II (2)

This second medical-surgical practicum provides the student with experience in the care of the adult hospitalized patient with common medical-surgical problems. Experience is provided in a variety of hospital settings and with patients who are at various points along the health-illness continuum. The focus of this

course is the application of concepts from Adult Adaptation II (NUR 26) and Medical-Surgical Principles and Practice of Nursing Skills (NUR 26A/26L). *Prerequisites:* NUR 20, 23/23L, 30, 24, 24A/24L, 25. NUR 26, 26A/26L, 27 are taken concurrently and must be passed successfully before progressing.

NUR 28 Adult and Adolescent Mental Health Adaptation (2)

This course introduces the student to an array of mental health problems of adolescent, adult, and geriatric population. The focus of the course is the psychosocial impact of health-illness problems and its adaptation process. The course addresses legal and social issues of the mentally ill and provides students with available resources for interventions. *Prerequisites:* NUR 20, 23/23L, 30, 24, 24A/24L, 25.

NUR 28A Principles & Practice of Advanced Interpersonal Skills (1)

This course introduces the students to basic and advanced therapeutic communications skills. Dynamics of interpersonal relationships and assertiveness principles are addressed. *Prerequisites:* NUR 20, 23/23L, 30, 24, 24A/24L, 25.

NUR 29 Mental Health Practicum (2)

This course provides the student with experiences interacting with adolescent, adult, and geriatric population with mental health illness. The focus of the course is the psychosocial impact of health-illness problems and its adaptation process and application of concepts from Adult and Adolescent Mental Health Adaptation (NUR 28) and Principles and Practice of Advanced Interpersonal Skills (NUR 28A). *Prerequisites:* NUR 20, 23/23L, 30, 24, 24A/24L, 25. NUR 28, 28A, 29 are taken concurrently and must be passed successfully before progressing.

NUR 30 Pharmacology (2)

This course presents pharmacology as related to treatment of pathological processes. Major drug classes and mechanisms of drug actions as well as nursing implications are covered. NUR 20 or concurrent enrollment with NUR 20, or concurrent enrollment with NUR 24, 24A, 24L, 25. GS-VIIA

NUR 31 Children: Adaptation (2)

This course introduces the student to health problems of children and the impact on the family unit. The focus of the course is the bio-psycho-social impact of health-illness problems

and its adaptation process. The course addresses legal and social issues of children and provides students with available resources for interventions. *Prerequisites:* NUR 20, 23/23L, 30, 24, 24A/24L, 25, 26, 26A/26L, 27, 28, 28A, 29.

NUR 32 Children: Practicum (2)

The course provides clinical experience of children, focusing on bio-psycho-social impact of health related problems in an acute care setting. *Prerequisites:* NUR 20, 23/23L, 30, 24, 24A/24L, 25, 26, 26A/26L, 27, 28, 28A, 29. NUR 31, 32, 32A are taken concurrently and must be passed successfully before progressing.

NUR 33 Professional and Management Issues in Nursing (2)

The course examines issues faced by professional nurses in providing health care, focusing on the roles of the professional nurse. It also addresses beginning concepts of leadership role in discussing principles of leadership and management. *Prerequisites:* NUR 20, 23/23L, 30, 24, 24A/24L, 25, 28, 28A, 29, 31, 32A, 32, 35, 36A, 36, 37, 38A, 38, 46, 47.

NUR 35 Childbearing: Adaptation (2)

This course introduces the student to health problems of the childbearing adult and the impact on the family unit. The focus of the course is the bio-psycho-social impact of health-illness problems and its adaptation process. The course addresses legal and social issues of childbearing and provides students with available resources for interventions. *Prerequisites:* NUR 20, 23/23L, 30, 24, 24A/24L, 25, 26, 26A/26L, 27, 28, 28A, 29.

NUR 36 Childbearing: Practicum (2)

The course provides clinical experience of the childbearing adult, focusing on bio-psycho-social impact of health related problems in an acute care setting. *Prerequisites:* NUR 20, 23/23L, 30, 24, 24A/24L, 25, 28, 28A, 29. NUR 35, 36, 36A are taken concurrently and must be passed successfully before progressing.

NUR 37 Gerontological Nursing: Adaptation (2)

This course introduces the student to multiple and chronic health problems of the geriatric population. The focus of the course is the bio-psycho-social impact of health-illness problems and its adaptation process. The course addresses legal and social issues of the older adults and provides students with available resources for interventions. *Prerequisites:* NUR 20, 23/23L,

30, 24, 24A/24L, 25, 26, 26A/26L, 27, 28, 28A, 29.

NUR 38 Gerontological Nursing: Practicum (2)

The course provides clinical experience of older adults, focusing on bio-psycho-social impact of health related problems in a long-term setting. The course also will experience the manager role of the RN. *Prerequisites:* NUR 20, 23/23L, 30, 24, 24A/24L, 25, 26, 26A/26L, 27, 28, 28A, 29. NUR 37, 38, 38A are taken concurrently and must be passed successfully before advancing.

NUR 46 Adult Adaptation Nursing III (2)

This course introduces the student to health problems of acute, complex, multi-system health problems of adults. The focus of the course is the bio-psycho-social impact of health-illness problems and its adaptation process. Nursing interventions focus on acute medical and nursing management of adults. *Prerequisites:* NUR 20, 23/23L, 30, 24, 24A/24L, 25, 26, 26A/26L, 27, 28, 28A, 29, 31, 32, 32A, 35, 36, 36A, 37, 38, 38A.

NUR 47 Medical-Surgical Nursing Practicum III (2)

The course provides clinical experience of acute, complex, multi-system management of adults in an acute care setting. Focus of care is on bio-psycho-social impact of acute health problems on an individual and the family. *Prerequisites:* NUR 20, 23/23L, 30, 24, 24A/24L, 25, 26, 26A/26L, 27, 28, 28A, 29, 31, 32, 32A, 35, 36, 36A, 37, 38, 38A. NUR 46, 47 are taken concurrently and must be passed successfully before progressing.

NUR 48 Professional Nursing Practicum (2)

The course provides an internship experience in applying leadership and management principles in an acute care settings. Focus of care is on developing clinical and leadership skills of a beginning professional nurse. A group of students is assigned to a preceptor/mentor of the assigned unit during the experience. *Prerequisites:* NUR 20, 23/23L, 30, 24, 24A/24L, 25, 26, 26A/26L, 27, 28, 28A, 29, 31, 32, 32A, 35, 36, 36A, 37, 38, 38A, 46, 47.

NUR 98 Independent Studies (1-3)

Independent investigation of significant problems in nursing. *Prerequisite:* consent of instructor.

NUR 99 Special Studies in Nursing (1-3)

Selected problems; offered as a course or seminar on current issues in nursing.

Prerequisite: consent of instructor.

RN to BSN Completion Program - Major Nursing

The RN to Bachelor of Science Degree Completion Program offers a nontraditional approach for Associate Degree Nurses (ADN) to pursue a Bachelor's of Science in Nursing (BSN) Degree in as little as three (3) semesters. The program is offered at the Doheny Campus and admits twice per year: Fall and Spring.

The Program is designed so that RN's can work while continuing their nursing education. Nursing courses will be offered on Friday's or Weekends, however, each semester there is a clinical component, which will be held during the week. All General Study requirements will be taken in the Weekend College.

Students considered for this program must hold a valid California RN license and have an overall GPA of 2.8 on a 4.0 scale. Applicants that do not hold a valid California RN license may be admitted as a Pre-RN to BSN student for (1) one semester and take General Studies courses while preparing to take their licensure exam. Individual advisement is required for all students to establish a plan of study to achieve a BSN.

RN TO BACHELOR OF SCIENCE COMPLETION PROGRAM OBJECTIVES

1. Integrate critical thinking, knowledge, and skills from the liberal arts and nursing courses to provide care that is safe and ethical.
2. Use the Roy Adaptation Model as a scientific method to deliver nursing care to persons, families, groups, and populations.

3. Implement holistic, evidence-based patient/family centered care.
4. Demonstrate the application of psychomotor skills for the efficient, safe, and compassionate delivery of patient care across practice settings.
5. Communicate and advocate effectively with all members of the healthcare team, including the patient and patient's support networks.
6. Provide health education that reflects variances in individuals, groups, and populations.
7. Implement patient and family care around palliative and end-of-life care issues.
8. Apply clinical judgment and accountability for patient outcomes when delegating to and supervising other members of the healthcare team.
9. Create a beginning understanding of complementary and alternative modalities and their role in healthcare.
10. Create a culture of respect for the diversity among the client continuum (patient, family, groups, and global populations).
11. Apply leadership concepts, skills, and decision-making in the delivery of safe and high quality care in a variety of settings.
12. Incorporate ethical and legal principles to safely manage care of individuals, families, groups, and populations.

RN to Bachelor of Science Completion Program Admission Policy

Please refer to college application deadline dates. All applicants must have an advisement session prior to admission regardless of how they enter the program. Applications to the program may be submitted two ways:

1. A student who has obtained an ADN from Mount St. Mary's College with a GPA of 2.8 or better and has had no break between obtaining their degree and starting the RN to BSN program may complete an Inter-Program Transfer (IPT) form. The form will be available from the RN to BSN advisor. No College application is required.
2. All other students must apply to the College for the RN to BSN completion program.

Students may be admitted as Pre-RN to BSN without a California RN License. They will have one (1) semester to pass the NCLEX-RN. These students will be permitted to take General Study course work but may not progress in the program until the college has verified the student's California RN License and a GPA of 2.8.

RN to BSN Program Transfer of Credit Transfer Credit

Credit for courses taken at other accredited colleges or universities is transferable provided that the transferred courses satisfy curriculum requirements at Mount St. Mary's College. No more than 70 transferable community college units may be applied toward the units required for a Baccalaureate degree (see Advanced Standing section in the College Catalog).

Credit for Nursing Courses

When a student is licensed to practice as a Registered Nurse in the state of California, credit for courses equivalent to MSMC lower division nursing courses are transferable. The courses must have been completed through an accredited junior or senior college to be accepted as transfer units. With a satisfactory rating on the

Validation of Clinical Competence form, 27 units of upper division credit may be awarded for courses. The 27 semester units of upper division units is awarded for the following equivalent course work:

NUR 30	Pharmacology	(2)
NUR 28/28A/29	Mental Health	(5)
NUR 31/32	Children	(4)
NUR 35/36	Childbearing Family	(4)
NUR 37/38	Older Adult	(4)
NUR 46/47	Advance Medical/Surgical	(4)
NUR 33/48	Professional Nursing	(4)

RN to BSN Completion Coursework

NUR 101	Role Transition & Professional Nursing Practice	(2)
NUR 108	Health Assessment	(3)
NUR 109	Alterations in Human Health & Wellness	(3)
NUR 111	Leadership & Healthcare Policy	(2)
NUR 112	Leadership Practicum	(2.5)
NUR 120	Community and Public Health Nursing	(2.5)
NUR 121	Community and Public Health Practicum	(2)
NUR 168	Integrative Theory and Practices	(1.5)
NUR 169	Palliative Care	(1.5)
NUR 133	Nursing Evidenced-Based Practice & Informatics	(3)

The total number of units required for the BSN degree is a minimum of 124 units which must include a minimum of 45 upper division units. In addition a student must complete all college general studies and nursing major requirements.

RN to BSN Nursing Courses

NUR 101 Role Transition & Professional Nursing Practice (2)

An exploration course designed to provide learning opportunities for RN to BSN students to broaden their perspectives. The course recognizes and builds on prior nursing education. The content of this course will include but not limited to: critical thinking, evidence-based practice, professional roles,

values, ethics, responsibilities, social justice, and theoretical foundations of professional nursing practice. This course provides the learner with the opportunity to expand their knowledge, values, and meaning in areas of nursing practice utilizing the Roy Adaption Model, other grand theories of nursing, and developing their own nursing framework.

NUR 108 Health Assessment (3)

This course presents a systematic, holistic approach to in-depth health history taking and physical assessment of clients of all ages from the Roy Adaption Model. Diverse cultures, psychosocial, and spiritual needs of the client are included. Laboratory sessions provide an opportunity to practice assessment skills. This course will have 2 units of lecture and 1 unit of lab.

NUR 109 Alterations in Human Health & Wellness (3)

This course focuses on the pathophysiological basis for alterations in health. Theories of disease causation will be explored. Issues of genetics and biochemical alterations in health will be presented with an emphasis on etiology, health disparities, systemic pathophysiological responses, and clinical manifestations. Issues of wellness will also be explored.

NUR 111 Leadership & Healthcare Policy (2)

This course is designed to introduce the student to the theories and concepts of leadership, management roles, and healthcare policy in various settings. Using the Roy Adaptation Model, the student will critically evaluate leadership styles leading to change where safety and quality of care is needed. The course will emphasize the utilization of critical decision-making, collaboration, leadership, management, team member skills, and governmental aspects needed to strategically impact the interdisciplinary healthcare team. Co-requisite NUR 112

NUR 112 Leadership Practicum (2.5)

Practical application opportunities for leadership and management roles in the professional setting are emphasized using the Roy Adaption Model. The student will focus on the management of patient care, administration of nursing services, and theoretical leadership. Relevance of using nursing, other leadership models, and legislative processes are utilized in evaluating current standards of practice and implementation of practice change in diverse clinical settings. Co-requisite NUR 111

NUR 120 Community and Public Health Nursing (2.5)

This course explores theories of public health practice assessing the health of groups and communities, identifying problems through epidemiology, environmental health; and nursing interventions associated with groups including local, state, national, and global communities. Using the Roy Adaption Model, the student will be able to identify and respond to early risk identification, health promotion, determinates of health, and wellness. Assessment and interventions of various forms of abuse will be discussed including child, adult, elder, intimate partner/domestic violence, and sexual assault/abuse. Co-requisite NUR 121

collaboration with the healthcare team will lead to a final project that implements practice change. Pre/Co-requisite – SOC 38 or PSY 40

NUR 121 Community and Public Health Practicum (2)

Practical application of community and public health theories will be emphasized. The student will focus on improving health, quality, and safety applying the Roy Adaption Model to various forms of local, state, national, and global communities. Co-requisite NUR 120

NUR 168 Integrative Theory and Practices (1.5)

This interdisciplinary course examines the principles, practices, use, and outcomes of alternative and complementary therapies. It provides an overview of the field, of alternative healing, and focuses on specific healing modalities that are widely used in the general population. Students will learn to use evidence-based criteria to evaluate the risks and benefits of selected integrative therapies. Ethical, legal, and professional issues will be explored. A holistic approach that incorporates the Roy Adaptation Model will be used.

NUR 169 Palliative Care (1.5)

This course focuses on the nursing role in helping clients/families across the lifespan achieve their goals, and maintain quality of life along the health-illness continuum. Advocating, navigating, and leading an interdisciplinary plan in all settings is threaded throughout this course.

NUR 133 Nursing Evidenced-Based Practice & Informatics (3)

This course explores assessing evidenced-based nursing into professional nursing practice. Scientific methodologies of research are used as a focus. Utilization of evidence and informatics will be used to implement and evaluate current nursing practice. Identification and

Bachelor of Science Degree – Major in Nursing

BSN Objectives

At the completion of the baccalaureate nursing program, the graduate will have met the following objectives and will:

1. Integrate critical thinking, knowledge, and skills from the liberal arts and nursing courses to provide care that is safe, and ethical.
2. Use the Roy Adaptation Model which guides the steps of the nursing process, as a scientific method to deliver nursing care to persons, families, groups, and populations.
3. Implement holistic, evidence-based patient-centered care.
4. Demonstrate the application of psychomotor skills for the efficient, safe, and compassionate delivery of patient care.
5. Communicate and advocate effectively with all members of the healthcare team, including the patient and patient's support network.
6. Provide health education that reflects variances in individuals, groups, and/or populations.
7. Implement patient and family care around palliative and end-of-life care issues.
8. Apply clinical judgment and accountability for patient outcomes when delegating to and supervising other members of the healthcare team.
9. Create a beginning understanding of complementary and alternative modalities and their role in health care.
10. Create a culture of respect for the diversity among the client continuum

(patient, family, groups, global population).

11. Apply leadership concepts, skills, and decision making in the delivery of high quality nursing care in a variety of settings.
12. Incorporate ethical, and legal principles to safely manage care of individuals, families, groups, and populations.

Upon the completion of the Bachelor of Science Degree: Major in Nursing, the student is eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) and is also qualified to apply for the Public Health Nursing Certificate issued by the California Board of Registered Nursing.

BSN Program Health Policies

Nursing focuses on prevention and promotion of health. The following policies are in accordance with the California Department of Health, Center for Disease Control's Recommendations for Immunization of Health-Care Workers (<http://www.immunize.org/catg.d/p2017.pdf>) and the various clinical agencies affiliated with MSMC. Prior to enrollment in the first nursing course, students will be informed of the BSN health policies.

Every student admitted to nursing courses must have completed the following health data. Clinical agencies will not accept a student who has not met all of the following health requirements:

- Past medical history on which the student attests that physical and emotional health are such as to

allow for full participation in both clinical and theoretical components of the nursing curriculum.

- Physical examination, including a visual screening, urinalysis, and complete blood count, must be completed by a licensed physician, certified nurse practitioner, or physician's assistant annually.
- A two-step PPD/Mantoux skin test for Tuberculosis is required on admission to the nursing program. Then annual testing is required. If the student tests positive or has previously tested positive, a chest x-ray is required every year.
- Polio – Series of three doses for those under 18 years of age.
- Measles/Mumps/Rubella (MMR) – If born in 1957 or later, the student must have two doses, with at least one since 1980. Students born prior to 1957 may either have one dose or demonstrate proof of immunity through titers or have two doses.
- One time dose of Tetanus/Diphtheria/acellular Pertussis (Tdap) as a replacement for the Tetanus and Diphtheria (Td) booster. Do not repeat Td as an alternative.
- Hepatitis B – Unless the student can demonstrate immunity through a titer, all nursing majors must have completed at least two of three injections prior to beginning clinical. Students must comply with Hepatitis B series injections and titers in accordance with CDC and MSMC guidelines.

- Flu vaccines may be required as per CDC, MSMC guidelines, and agency requirements.

Required titers

- Measles: demonstrate immunity through serological testing or be immunized for rubella, rubeola, mumps.
- Varicella (chicken pox) Titer: If the result is negative, two doses of a varicella vaccine are required one month apart.
- Hepatitis B Titer: After the third injection of the hepatitis B series is completed, the student must demonstrate proof of immunity. A Hepatitis IGG AB titer is drawn a minimum of 30 days after the 3rd injection is received. If the titer is negative, students must comply with MSMC Health Policies and CDC guidelines regarding additional injections and titers.

If a student is not able to comply with these health requirements, the student must obtain a written statement to this effect from her/his physician and submit it to the BSN Program for consideration.

Clinical agencies may have requirements other than those above. If so, students will be instructed to obtain the necessary tests. The student is not allowed to participate in clinical experiences or theory class if the medical processing is not completed prior to the start of the semester.

Students have the responsibility of disclosing any temporary medical condition which may hamper their ability to perform the Essential performance Behaviors and Core Performance Standards. A written

medical release from their health care practitioner must be submitted to the BSN Program Director prior to returning to the clinical area.

A student with a health condition (i.e., pregnancy, seizure disorder, HIV positive, diabetes, infectious disease, emotional problems, etc.) that may have a safety consideration must immediately notify the clinical instructor so that assignment modification can be made as necessary. The BSN Program has the responsibility to determine those health issues that may interfere with the student's progress in the clinical area.

To ensure success in the program, all students with documented disabilities must inform each nursing instructor at the beginning of each course, so that reasonable accommodations can be made.

<http://www.msmc.la.edu/student-life/health-fitness/health-services.asp>
<http://www..>

Criminal Background Checks

To comply with clinical agency requirements, nursing students are required to have a clear criminal background check to participate in placement(s) at clinical facilities. Background checks are required for registration in clinical nursing courses. The initial background check satisfies this requirement during continuous enrollment in the program unless otherwise specified by a clinical agency. Should your educational process be interrupted, a new background check will be required. Students under 18 years of age are exempt from this requirement. Please see BSN Student Handbook for more information.

Traditional BSN Program Admission Policy Admission Requirements

In addition to meeting the general admission requirements, acceptance into the BSN Program is determined by the BSN Admission Committee. Admission is based upon a consideration of the student's academic achievement. There is a formal review of the student's high school achievement record, grade point average, College Entrance Examination scores, previous college experience (if any). Students who intend to major in nursing are advised to take high school chemistry.

In order to be eligible for review, applicants must be admitted to the College and then fulfill the nursing admission requirements. Admission to the sophomore nursing courses is considered for the fall semester only and is based on:

- Cumulative GPA: 3.0 or higher
- Science GPA: 2.7 or higher
- English GPA
- Written essay
- Entrance Exam
- Personal interviews may be scheduled for qualified applicants.
- A student may repeat a course required for the nursing major no more than once. Failure (C- and below) of any two required science or pre-requisite courses results in non-admission.

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Priority is given to students who:

- Meet the required criteria and who have completed 25 units or more at Mount St. Mary's College.

LVN to BSN Admission Policy

LVNs that have been accepted by the College and have completed the general studies requirements of the first two years may challenge sophomore level nursing courses and move directly into junior level nursing courses.

LVN Non-Matriculation Option

A non-degree program is available for LVNs who meet the College entrance requirements. After completing 30 units of prescribed courses, the student is eligible to take the NCLEX-RN for licensure as a Registered Nurse but is not considered a graduate of Mount St. Mary's College. This option is offered in all pre-licensure programs.

RN to BSN Admission Policy

Registered Nurses who apply to the BSN program may be given transfer credit for previous nursing courses equivalent to the sophomore and junior level nursing courses. Validation of clinical competence and completion of NUR 41 are required prior to entry into the program. In addition, applicants need to meet college admission requirements and BSN program admission policies for RN to BSN applicants.

2.9 Criteria for Guaranteed Admission for High School Students

Mount St. Mary's College Traditional Baccalaureate Nursing Program extends eligibility for guaranteed admission to high school student applicants who qualify for guaranteed admission consideration by meeting the following requirements.

1. Complete two science advanced

placement courses with AP or IB test scores of four or five or complete three years of natural science in high school with a GPA of 3.5 or greater on a four point scale or 4.25 or greater on a five point scale. Of the three years of natural science requirements, the student must complete at least one year of physical science and one year of biological science.

2. Achieve an overall high school GPA of 3.5 or greater on a four point scale or 4.25 or greater on a five point scale.
3. Complete three years of math with pre-calculus as the minimum attainment.
4. Achieve an SAT score greater than 1650 (with a minimum score of 450 on critical thinking and a minimum score of 440 for critical math) or an ACT score greater than 24.

Once the student is accepted and enters the College under the guaranteed admission program, they will declare nursing as their baccalaureate major and be considered a part of the Department of Nursing. To progress into nursing courses, the student must do all of the following:

1. Complete all outstanding nursing prerequisites at the College.
2. Maintain the science and overall GPA required to start the sophomore year in nursing.

The requirement for Kaplan testing and essay writing will be waived.

Once a guaranteed admission student has completed their nursing pre-requisites and achieved the minimum GPAs (overall and science), they will move into the sophomore nursing courses.

Should a guaranteed admission student fail to meet the minimum GPA requirements, she or he will not continue on to sophomore nursing courses and will need to change their major. They will have the option to do a second year as a pre-nursing major and reapply to the program the following spring. Advisement for second year pre-nursing students will be done by the college advisement office, falling under the admission requirements that govern our pre-nursing population.

BSN Program Academic Policies

The BSN program is approved by the California Board of Registered Nursing and accredited by the Commission on Collegiate Nursing Education. The faculty of the BSN Program has the right and the responsibility for evaluating the quality of the student's achievement, both in the mastery of theoretical content and in clinical competence. Mid-term warning, probation, or dismissal is used when deemed necessary. The following academic policies apply:

- A grade of C- or below in a required course or a nursing theory course is not accepted. If the grade of C- or below is in a nursing theory course, non-progression in the program occurs.
- A student may repeat a nursing theory course required for the nursing major no more than once.
- A grade of no credit in a nursing clinical course or failure (C- or below) of any two required nursing courses results in dismissal from the nursing program.

- If a student's level of clinical practice is unsatisfactory or unsafe, the student may fail before the end of the semester. Readmission may be granted by special action of the BSN Admission Committee.
- Once admitted and enrolled in the College, all BSN nursing students will be required to successfully complete PHI 168A or B or RST 149 at MSMC. In order to meet the BSN program requirements for bioethics, any bioethics course transferred in prior to admission must be an upper division course.

Departmental policy statements regarding grading, mathematical competence, clinical progression, incomplete grades, probation, absences, dismissal, and readmission to the program are provided to the student at the beginning of the nursing major. During the clinical portion of the program, students must:

- Ordinarily be enrolled full-time (see Tuition and Fees).
- Carry malpractice insurance.
- Have a current CPR card (AHA Health Care Provider BLS).
- Have a fire safety card.
- Complete a criminal background as outlined in clinical policies.
- Drug screening prior to start of course work, and annually thereafter.
- Complete a First Aid Course prior to beginning senior level coursework.
- Nursing classes are held at multiple sites. Transportation is

the responsibility of each student. Students who drive are required to have a current driver's license and auto insurance. Information on all policies and procedures can be obtained from the Traditional BSN Coordinator or the Accelerated BSN Program Coordinator.

- Certain health requirements must be met prior to clinical experiences. The requirements are provided to students in admission packets and in the BSN Student Handbook.
- In addition to the College Baccalaureate degree requirements, students who re-enter the BSN program after an absence of seven (7) years or more must complete all requirements of the BSN Program and the level to which they are re-enrolling.
- Membership in the National Student Nurse Association, highly recommended.

Clinical Agencies/Scheduling

Multiple agencies are used for clinical practice and include the following: private and public acute and subacute health care facilities, community health sites, and public and community health care agencies.

Schedules for clinical and class times are subject to change and may include evenings and weekends.

BSN Curriculum Requirements for Freshman Entering Fall 2010

Freshman Year

**CHE 3/PHS 1	Chemistry/Scientific Concepts	(3)
**BIO 50A	Human Anatomy	(3)
**BIO 50AL	Human Anatomy Lab	(1)
**BIO 50B	Human Physiology	(3)
**BIO 050BL	Human Physiology Lab	(1)
**BIO 3	General Microbiology	(3)
**BIO 003L	General Microbiology Lab	(1)
*PSY 1	General Psychology	(3)
*SOC 1	Introduction to Sociology	(3)
*ENG 1A and 1B or 1C	Freshman English	(6)
*SPE 10	Public Speaking	(2)
*PSY 12	Child/Human Development	(3)
***SPR 85	Intro to College Studies	(1)

Total units: 32-33

Sophomore Year

*NUR 51	Practicum: Adult Medical/Surgical	(4)
*NUR 53A	Fundamentals of Nursing: Theory	(2)
*NUR 53B/C	Fundamentals of Nursing: Skills	(1.5,1)
*NUR 54	Introduction to Pathophysiology	(3)
*NUR 60	Adaptation Nursing Theory	(3)
*NUR 61	Practicum: Adult Medical Surgical	(4)
*NUR 65	Adaptation Nursing: Adult Medical/Surgical	(3)
*BIO 112	Human Nutrition	(3)
*PHI 21/RST 41	Moral Values and Ethical Decisions	(3)
GS VA	Religious Studies Requirement	(3)
GS-III.A:	Art or Music	(3)

Total units: 33.5

Junior Year

*NUR 135	Pharmacology in Nursing	(2)
*NUR 160	Adaptation Nursing: Childbearing Family	(2.5)
*NUR 161	Practicum: Childbearing Family	(2.5)
*NUR 162	Adaptation Nursing: Children	(2.5)
*NUR 163	Practicum: Children	(2.5)
*NUR 164	Adaptation Nursing: Advanced Medical/Surgical	(2.5)
*NUR 165	Practicum: Advanced Medical/Surgical Nursing	(2.5)

*NUR 166	Adaptation Nursing: Mental Health	(2.5)
*NUR 167	Practicum: Mental Health	(2.5)
*PHI 168A or PHI 168B or RST 149 (upper division)	Bioethics	(3)
GS-IIIB:	Literature	(3)
GS-IIIC:	History	(3)

Total units: 31

Senior Year

*NUR 134	Issues in Professional Nursing	(2)
*NUR 136	Abuse: Child to Elder	(1)
*NUR 138	Nursing Research	(3)
*NUR 178	Adaptation Nursing: Senior Preceptorship	(1.5)
*NUR 179	Practicum: Senior Preceptorship	(2.5)
*NUR 180	Adaptation Nursing: Community Health	(1.5)
*NUR 181	Practicum: Community Health Nursing	(2.5)
*NUR 182	Adaptation Nursing: Leadership and Management	(1.5)
*NUR 183	Practicum: Nursing Leadership and Management	(2.5)
*NUR 190	Adaptation Nursing: Older Adult	(1.5)
*NUR 191	Practicum: Older Adult	(2.5)
GS-VA/B	Philosophy or Religious Studies	(3)
GS-IIIG:	Econ/ Politics	(3)
See Catalog	Philosophical Ideas	(3)

Total units: 31

Total units for Bachelor of Science Degree in Nursing: 127.5

**Courses required by the Department of Nursing*

***Must have been completed within five years prior to admission*

****Not required for students entering MSMC with over 24 transferable units*

BSN Curriculum Requirements for Freshman Entering Fall 2011 *Freshman Year*

**CHE 3/PHS 1	Chemistry/Scientific Concepts	(3)
**BIO 50A	Human Anatomy	(3)
**BIO 50AL	Human Anatomy Lab	(1)
**BIO 50B	Human Physiology	(3)
**BIO 050BL	Human Physiology Lab	(1)
**BIO 3	General Microbiology	(3)
**BIO 003L	General Microbiology Lab	(1)
*PSY 1	General Psychology	(3)
*SOC 1	Introduction to Sociology	(3)
*ENG 1A and 1B or 1C	Freshman English	(6)
*SPE 10	Public Speaking	(2)
*PSY 12	Child/Human Development	(3)
***SPR 85	Intro to College Studies	(1)

Total units: 32-33

Sophomore Year

*NUR 10	Introduction to Nursing	(1)
*NUR 12	Nutrition and Health	(2)
*NUR 13	Pharmacology I	(1)
*NUR 14	Pharmacology II	(2)
*NUR 55T/TP	Adaptation Nursing: Foundations of Nursing & the Roy Adaptation Model	(6) 4U Theory 2U Practicum
*NUR 56	Pathophysiology	(3)
*NUR 57T	Adaptation Nursing: Fundamental Nursing Skills Lab	(1)
*NUR 62T/TP	Adaptation Nursing: Adult Medical Surgical Nursing I	(8) 4U Theory 4U Practicum
PHI 21 or RST 41	Moral Values and Ethical Decisions	(3)
GS VA	Religious Studies Requirement	(3)
GS-IIIA	Art or Music	(3)

Total Units: 33

Junior Year

			GS-VA/B	Philosophy or RST GE	(3)
			GS-III G	Econ/Poly-Sci	(3)
*NUR 168	Integrative Theory and Practices	(1.5)	GS-VA1	Philosophical Ideas	(3)
*NUR 169	Palliative Care	(1.5)			Total Units: 32
*NUR 170T/TP	Adaptation Nursing: Adult Medical Surgical II	(4.5)			
		2U Theory			
		2.5U Practicum			
*NUR 171T/TP	Adaptation Nursing: Childbearing Families and Women's Health	(4.5)			
		2U Theory			
		2.5U Practicum			
*NUR 172T/TP	Adaptation Nursing: Children and Families	(4.5)			
		2U Theory			
		2.5U Practicum			
*NUR 173T/TP	Adaptation Nursing: Mental Health	(4.5)			
		2U Theory			
		2.5U Practicum			
*PHI 168A or 168B, or RST149 (must be upper division)	Bioethics	(3)			
GS-III B	Literature	(3)			
GS-III C	History	(3)			
		Total Units: 30			

Total units for Bachelor of Science Degree in Nursing/Traditional Track: 128

*Courses required by the Department of Nursing

**Must have been completed within five years prior to admission

***Not required for students entering MSMC with over 24 transferable units

Please note, those courses with Practicum units above are the clinical courses in the new curriculum. They must be passed with a C or better. A C- or lower grade will result in program dismissal.

Traditional BSN Nursing Courses for students entering Fall 2011 to BSN Program

NUR 51 Practicum: Adult (4)

Clinical practice of nursing process and skills with application of concepts related to basic nursing skills and to common disruptions in body systems. Focus on common medical-surgical problems affecting adults and older adults, stimuli for illness, nursing diagnoses, nursing interventions, prevention, and teaching in an in-patient setting. Taken for Credit/No Credit. *Sophomore standing.*

NUR 53A Fundamentals of Nursing: Theory (2)

Introductory course that covers the theories, concepts, principles and procedures that are fundamental to current nursing practice. Provides a knowledge base to understand the practice of professional nursing with a focus on the adult hospitalized patient. *Sophomore standing.*

NUR 53B/C Fundamentals of Nursing: Skills (1.5/1.0)

Covers basic nursing measures necessary for safe patient care. The focus is to provide the theoretical basis for selected nursing skills and to develop the student's psychomotor ability in the performance of these skills. Designed to

Senior Year

*NUR134	Evidence-Based Practice	(3)
*NUR 184T/TP	Adaptation Nursing: Leadership and Policy	(4.5)
		2U Theory
		2.5U Practicum
*NUR 185T/TP	Adaptation Nursing: Gerontology	(4.5)
		2U Theory
		2U Practicum
*NUR 186T/TP	Adaptation Nursing: Transition to Professional Practice	(4.5)
		2U Theory
		2.5U Practicum
*NUR 187T/TP	Adaptation Nursing: Community/Public Health	(4.5)
		2U Theory
		2.5U Practicum
*NUR188T	Adaptation Nursing: Health Assessment	(2)
		1U Theory
		1U Practicum

integrate computer assisted learning for an independent approach to learning. Taken for Credit/No Credit. *Sophomore standing.*

NUR 54 Introduction to Pathophysiology (3)

Basic pathophysiological mechanisms of disease and selected medical-surgical disruptions of protection and oxygenation that are common to adults are presented for discussion. Patient care management is included. *Sophomore standing.*

NUR 60 Adaptation Nursing Theory (3)

Introduces the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process with an emphasis on the physiological and psychosocial modes as related to adult and older adult behaviors. Introduces concepts of cultural diversity, aging, spirituality and sexuality. *Sophomore standing.*

NUR 61 Practicum: Adult (4)

Continuation of the Nursing Skills and Process with application of concepts related to the physiologic and psychosocial mode of adaptation. Taken for Credit/No Credit. *Sophomore standing.*

NUR 65 Adaptation Nursing: Adult Medical/Surgical (3)

Common disruptions in the body's structure, function and regulatory mechanisms are presented which include immune response, inflammation, and temperature control. Nursing and Medical Management will be discussed. *Sophomore standing.*

NUR 98 Independent Studies (1-3)

Independent investigation of significant problems in nursing. *Prerequisite: Consent of instructor.*

NUR 99 Special Studies in Nursing (1-3)

Selected problems; offered as a course or seminar on current issues in nursing. *Prerequisite: Consent of instructor.*

NUR 134 Issues in Professional Nursing (2)

The focus is on the profession of Nursing. Content includes the history of nursing, the Nursing Practice Act, legal aspects, liability, and other current issues affecting the nursing profession. *Prerequisites: Successful completion of the NUR 160 series.*

NUR 135 Pharmacology in Nursing (2)

Pharmacology as related to pathological processes and various groups of clients is presented, major drug classes and mechanisms of drug actions as well as nursing implications

are detailed. *Prerequisites: Successful completion of the NUR 50, 60 series. GS-VIIA (Satisfies two QL1 units.)*

NUR 136 Abuse: Child to Elder Adult (1)

Child, elder and women's abuse will be covered. Included will be prevention, early detection, and intervention techniques. *California reporting requirements for child abuse will be covered.*

NUR 138 Research (3)

Principles of scientific methods, research designs appropriate to nursing, ethical conduct in human subject research, and components of theoretical frameworks are presented. Emphasis on understanding, critiquing, and applying published research findings to clinical practice. *Prerequisite: Successful completion of NUR 160 series. Student must be in Senior standing. GS-II, VIIA (Satisfies one QL1 unit.)*

NUR 160 Adaptation Nursing: Childbearing Family (2.5)

Lecture. The focus is the bio-psycho-social impact of health-illness problems related to childbearing families utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. Taken concurrently with NUR 161. *Junior standing. GS-VI*

NUR 161 Practicum: Childbearing Family (2.5)

Provides clinical experience in prenatal, delivery, and postnatal care, study of the parenting roles, and the health needs of the emerging family groups. Taken for Credit/No Credit. Taken concurrently with NUR 160. *Junior standing.*

NUR 162 Adaptation Nursing: Children (2.5)

Lecture. The focus is the bio-psycho-social impact of health-illness problems related to children utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. Taken concurrently with NUR 163. *Junior standing. GS- VIIA (Satisfies one QL unit.)*

NUR 163 Practicum: Children (2.5)

Provides clinical experience in the health-illness problems encountered in the care of children and their families. Growth and development from infancy through adolescence in terms of the Adaptation Theory of Nursing. Taken for Credit/No Credit. Taken concurrently with NUR 162. *Junior standing.*

NUR 164 Adaptation Nursing: Advanced Medical/Surgical (2.5)

Lecture. The focus is the bio-psycho-social impact, of health-illness problems related to complex episodic medical or surgical disruptions in the adult utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. Leadership and patient care management included. Taken concurrently with NUR 165. *Junior Standing.*

NUR 165 Practicum: Advanced Medical/Surgical (2.5)

Provides clinical experience in the health-illness problems of adult patients with more complex medical or surgical disruptions. Leadership and patient care management included. Taken for Credit/No Credit. Taken concurrently with NUR 164. *Junior standing.*

NUR 166 Adaptation Nursing: Mental Health (2.5)

Lecture. The focus is the bio-psycho-social impact of health-illness problems related to mental health of individuals and groups utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. Taken concurrently with NUR 167. *Junior Standing*

NUR 167 Practicum: Mental Health (2.5)

Provides clinical experience in the application of the principles and concepts related to psycho-social problems in psychiatric settings. Taken for Credit/No Credit. Taken concurrently with NUR 166. *Junior standing.*

NUR 178 Adaptation Nursing: Senior Preceptorship (1.5)

Lecture. Theory in this senior level course is applicable to any area of nursing specialty. The Roy Adaptation Model, a conceptual model which guides the steps of the nursing process approaches will be used to present concepts that the Baccalaureate prepared nurse can apply to promote adaptation in individuals, families, and groups. Broad topics include palliative care, communication, diversity, pain and symptom management, integrative therapies, and loss, grief and bereavement. Taken concurrently with NUR 179. *Senior standing.*

NUR 179 Practicum: Senior Preceptorship (2.5)

The senior level student will continue to develop and practice the role of the Baccalaureate prepared nurse in this practicum. The student will have the opportunity to

demonstrate the ability to apply the theory content from NUR 178/158 and the MSMC Nursing Baccalaureate Program Objectives. A variety of clinical agencies and nursing specialties will be used. The Roy Adaptation Model, a conceptual model which guides the steps of the nursing process, will be used as the foundation of professional nursing practice. Taken for Credit/No Credit. Taken concurrently with NUR 178. *Senior standing.*

NUR 180 Adaptation Nursing: Community Health (1.5)

Lecture. Theories and concepts from nursing and public health are presented from a bio-psycho-social perspective. The focus is on the health of the population, as well as on individuals, families and groups living in the community. The Roy Adaptation Model, a conceptual model which guides the steps of the nursing process, is threaded throughout the broad topics, which include community oriented practice, family, community assessment, epidemiology and communicable disease. Taken concurrently with NUR 181. *Senior standing.*

NUR 181 Practicum: Community Health Nursing (2.5)

Provides a clinical experience for the senior level student to use the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process, to improve the health of individuals, families, groups and the community as a whole. An epidemiological approach is utilized to identify and assess problems within aggregates in the community. A variety of populations and settings are used in order to provide the student with the opportunity to apply the theories and concepts from NUR 180. Taken for Credit/No Credit. Taken concurrently with NUR 180. *Senior standing.*

NUR 182 Adaptation Nursing: Leadership/Management (1.5)

Theory in this senior level 1.5 unit course is designed to analyze leadership and management principles and illustrate how these concepts reflect professional nursing practice. The health care delivery environment will be discussed with an emphasis on the current and future trends in the management of nursing resources and personnel. The Roy Adaptation Model, a conceptual model which guides the steps of the nursing process, and systems theory is threaded through each topic and will be used to evaluate individuals, groups and organizations on how they work together. Taken concurrently with NUR 183. *Senior standing.*

NUR 183 Practicum: Nursing Leadership/Management (2.5)

This clinical course provides the senior level student the opportunity to assess and practice under supervision the principles of leadership and management with a variety of populations in various settings. In addition, a conference will be utilized to simulate situations to enhance students' learning of theories and concepts from NUR 182/152. The Roy Adaptation Nursing Model, a conceptual model which guides the steps of the nursing process, and management principles will be utilized to guide objectives to meet their personal learning needs with the approval of the instructor. Taken for Credit/No Credit. Taken concurrently with NUR 182. *Senior Standing.*

NUR 190 Adaptation Nursing : Older Adult (1.5)

This gerontology course provides the senior level-nursing student with the principles of the Functional Consequences Theory as it relates to the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. The student will apply both Models to the psychological and physiological functions of the older adult. Topics also include functional assessment, characteristics of today's older adults in the United States and issues regarding long-term care. Additionally, the student will carry out in-depth research in a gerontology-related subject. This research will be presented in a formal paper. Taken concurrently with NUR 191. *Senior standing*

NUR 191 Practicum: Older Adult (2.5)

This course provides each senior nursing student with the opportunity to practice gerontology nursing in an agency that services the older client. The Roy Adaptation Model, a conceptual model which guides the steps of the nursing process, and the Functional Consequences Theory are utilized to promote optimum health for the older client. The student will write a care plan with one modification for one older adult for which she/he is the caregiver. The student, depending upon the clinical agency, will practice either the role of the registered nurse case manager or the role of the registered nurse in a nurse run clinic. Conducting a teaching presentation for the older adult, the older adult's significant other/caregiver and/or the agency's staff will also be an integral part of the practicum. Taken for Credit/No Credit. Taken concurrently with NUR 190. *Senior standing.*

NUR 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

NUR 198 Independent Studies (1-3)**NUR 199 Special Topics in Nursing (1-3)**

Selected problems; offered as a course or seminar on current issues in nursing. Prerequisite: Consent of instructor.

Traditional BSN Nursing Courses for Entering Sophomores Fall 2012**NUR 10 Introduction to Nursing (1)**

This introductory theory course in the BSN program focuses on academic skill building and an introduction to the nursing profession and professional socialization. *BSN Sophomore standing*

NUR 12 Nutrition and Health (2)

This theory course focuses on nutrition across the lifespan, including an emphasis on health promotion and disease management. This course emphasizes the interrelationships between nutrition, food and the environment as they impact health. *BSN Sophomore standing*

NUR 13 Pharmacology I (1)

This theory course focuses on the scientific principles of pharmacokinetics, pharmacodynamics, as well as relevant policy issues, therapeutic applications, and safe administration of pharmacologic agents. *BSN Sophomore Standing*

NUR 14 Pharmacology II (2)

This theory course further develops the scientific principles of pharmacology, including the introduction and discussion of the major therapeutic drug classes. *BSN Sophomore Standing*

NUR 55T Adaptation Nursing: Foundations of Nursing and Roy Adaptation Model (6)

This theory and clinical course focuses on foundational nursing concepts. The historical and theoretical basis of professional nursing is presented. The Roy Adaptation Model, a conceptual model which guides the steps of the nursing process, is introduced as the theoretical foundation for professional nursing practice including evidence-based practice, education and health care delivery. *BSN Sophomore Standing.*

Theory: 4 units Practicum: 2 units

NUR 55TP Adaptation Nursing: Foundations of Nursing and Roy Adaptation Model (0)

This is the practicum course linked to NUR55T, the unit allocation is noted above. Enrollment in this zero unit course is required concurrently with NUR55T. *BSN Sophomore Standing*

NUR 56 Pathophysiology (3)

This theory course focuses on the basic pathophysiological mechanisms of health alterations across the adult lifespan. *BSN Sophomore Standing*

NUR 57T Adaptation Nursing: Fundamental Nursing Skills Lab (1)

This course integrates theory and research into beginning level skills and procedures for the hospitalized adult medical-surgical clients. *BSN Sophomore Standing*

Theory: ½ unit/ Practicum: ½ unit

NUR 62T Adaptation Nursing: Adult Medical Surgical Nursing I (8)

This theory and clinical course focuses on the care of the client experiencing common alterations in the body's structure, functions, and regulatory mechanisms. Collaborative care will be discussed with an emphasis on using the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process, in developing plans of care. *BSN Sophomore Standing*

Theory: 4 units Practicum: 4 units

NUR 62TP Adaptation Nursing: Adult Medical Surgical Nursing I (0)

This is the practicum course linked to NUR62T, the unit allocation is linked to the course above. Enrollment in this zero unit course is required concurrently with NUR62T. *BSN Sophomore Standing*

NUR 98 Independent Studies (1-3)

Independent investigation of significant problems in nursing. *Prerequisite: Consent of instructor.*

NUR 99 Special Studies in Nursing (1-3)

Selected problems; offered as a course or seminar on current issues in nursing. *Prerequisite: Consent of instructor.*

NUR 168 Integrative Theory and Practices (1.5)

This theory course focuses on holistic nursing and the use of integrative therapies. The student will incorporate holistic nursing theory and practices into self-care and the care of clients. *BSN Junior Standing*

NUR 169 Palliative Care (1.5)

The theory course focuses on the nursing role in helping clients/families across the lifespan achieve their goals, and maintain quality of life along the health-illness continuum. Advocating, navigating, and leading the interdisciplinary plan in all settings is threaded throughout this course. *BSN Junior Standing*

NUR 170T Adaptation Nursing: Adult Medical Surgical II (4.5)

This theory and clinical course focuses on the care of the client with increasingly complex pathophysiologic diseases utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. Nursing care will focus on the client within the context of the family unit. *BSN Junior Standing*

Theory: 2 units Practicum: 2.5 units

NUR 170TP Adaptation Nursing: Adult Medical Surgical II (0)

This is the practicum course linked to NUR170T, the unit allocation is linked to the course above. Enrollment in this zero unit course is required concurrently with NUR170T. *BSN Junior Standing*

NUR 171T Adaptation Nursing: Childbearing Families and Women's Health (4.5)

This theory and clinical course focuses on the care of the childbearing family and women's health across the lifespan in diverse local and global contexts utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. *BSN Junior Standing*

NUR 171TP Adaptation Nursing: Childbearing Families and Women's Health (0)

This is the practicum course linked to NUR171T, the unit allocation is linked to the course above. Enrollment in this zero unit course is required concurrently with NUR171T. *BSN Junior Standing*

NUR 172T Adaptation Nursing: Children and Families (4.5)

This theory and clinical course focuses on the health and care of the pediatric population. Emphasis will be on maximizing pediatric outcomes in family settings utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. *BSN Junior standing GS- VIIA (Satisfies one QL unit.)*

Theory: 2 units Practicum: 2.5 units

NUR 172TP Adaptation Nursing: Children and Families (0)

This is the practicum course linked to NUR172T, the unit allocation is linked to the course above. Enrollment in this zero unit course is required concurrently with NUR172T. *BSN Junior Standing*

NUR 173T Adaptation Nursing: Mental Health (4.5)

This theory and clinical course focuses on mental health and mental illness across the lifespan. It addresses the psychosocial needs of clients, families and communities and prepares students to recognize and manage diverse mental health and bio-psychosocial-spiritual alterations utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. *BSN Junior Standing*
Theory: 2 units Practicum: 2.5 units

NUR 173TP Adaptation Nursing: Mental Health (0)

This is the practicum course linked to NUR173T, the unit allocation is linked to the course above. Enrollment in this zero unit course is required concurrently with NUR173T. *BSN Junior Standing*

NUR 134 Evidence-Based Practice (3)

This theory course integrates knowledge and skills in the research process and its role in evidence based nursing care and improved patient outcomes. *BSN Senior Standing GS-II, VIIA (Satisfies one QLI unit)*

NUR 184T Adaptation Nursing: Leadership and Policy (4.5)

The theory and clinical course focuses on leadership principles, including challenging current health care assumptions. The course examines the theory and practices necessary to solve problems, and advance a vision in the health care and policy environment. *BSN Senior Standing*
Theory: 2 units /Practicum: 2.5 units

NUR 184TP Adaptation Nursing: Leadership and Policy (0)

This is the practicum course linked to NUR184T, the unit allocation is linked to the course above. Enrollment in this zero unit course is required concurrently with NUR184T. *BSN Senior Standing*

NUR 185T Adaptation Nursing: Gerontology (4.5)

This theory and clinical course focuses on the unique needs of the older adult, incorporating normal age-related changes and their effect on

the function and quality of life. Emphasis will be on promoting healthful behavior in the least restrictive environment utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. *BSN Senior Standing*

Theory: 2 units/ Practicum: 2.5 units

NUR 185TP Adaptation Nursing: Gerontology (0)

This is the practicum course linked to NUR185T, the unit allocation is linked to the course above. Enrollment in this zero unit course is required concurrently with NUR185T. *BSN Senior Standing*

NUR 186T Adaptation Nursing

This theory and clinical course focuses on the advanced nursing care and management of clients in the healthcare environment. Emphasis is on clients within the context of the family, groups and community including nursing leadership concepts utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. *BSN Senior Standing*

Theory: 2 units/Practicum: 2.5 units

NUR 186TP Adaptation Nursing: Transition to Professional Practice (0)

This is the practicum course linked to NUR186T, the unit allocation is linked to the course above. Enrollment in this zero unit course is required concurrently with NUR186T. *BSN Senior Standing*

NUR 187T Adaptation Nursing: Community/Public Health (4.5)

This theory and clinical course focuses on integrating public health sciences including epidemiology, biostatistics, and environmental health into nursing care of individuals, families, and populations in community settings utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. Emphasis is on promoting and protecting the health of the public. *BSN Senior Standing*

Theory: 2 units/ Practicum: 2.5 units

NUR 187TP Adaptation Nursing: Community/Public Health (0)

This is the practicum course linked to NUR187T, the unit allocation is linked to the course above. Enrollment in this zero unit course is required concurrently with NUR187T. *BSN Senior Standing*

NUR 188T Adaptation Nursing: Advanced Health Assessment (1)

This theory and skills course focuses on the theory and techniques involved in a comprehensive assessment across the lifespan with an emphasis on adult clients. *BSN Senior Standing*

Theory 1 unit, Skills/Practicum 1 Unit

NUR 196H Senior Honors Thesis (3)

Theory 1 unit, Skills/Practicum 1 Unit

NUR 198 Special Topics in Nursing (1-3)

Independent investigation of significant problems in nursing. *Prerequisite: Consent of instructor.*

NUR 199 Special Topics in Nursing (1-3)

Selected problems; offered as a course or seminar on current issues in nursing. *Prerequisite: Consent of instructor.*

Accelerated Bachelor of Science – Major in Nursing

The Accelerated Bachelor of Science Degree - Major in Nursing (AccBSN) Program is the same curriculum design as the Bachelor of Science – Major in Nursing program (BSN), follows the stated philosophy, and students meet the terminal objectives as delineated for the BSN program. The AccBSN program offers the BSN program within a one year time frame and is a rigorous program of study. The Accelerated student completes a three semester course of study. At the completion of the final semester, graduates are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) and to qualify for the California Public Health Nursing Certificate. The AccBSN program is approved by the California Board of Registered Nursing and accredited by the Commission on Collegiate Nursing Education.

AccBSN Application Procedure

AccBSN applicants must submit the following documents:

- Completed admissions application
- Personal statement of intent
- Official transcripts of all college work
- Two recommendations by those acquainted with the applicant's ability to succeed in an accelerated curriculum.
- Personal interviews may be scheduled.
- Complete the ABSN Math Test

AccBSN Program Admission Requirements

The AccBSN program is open to persons who have previously completed a Baccalaureate degree and who meet specific admission requirements. Admission to the program is open twice a year. Please see the website for specific deadlines.

To be considered for admission, students must be graduates of an accredited four-year college or university with an earned cumulative grade point average of at least 3.0.

An eligible applicant must have also completed the following requirements prior to beginning the program.

LVN to RN Non-Degree 30 Unit Option

See LVN to RN 30 unit option under the Traditional BSN option.

Transfer Articulation for the Accelerated Bachelor of Science – Major in Nursing

Mount Saint Mary's College accepts completed Baccalaureate degrees from accredited colleges and universities as evidence of fulfillment of MSMC General Studies requirements with the exception of philosophy and religious studies. To fulfill these requirements, students must complete two courses in each discipline.

Nursing Core Requirements

*Chemistry or Physics	(3-4 units)
*Human Anatomy with Lab	(4 units)
*Human Physiology with lab	(4 units)
*Microbiology with Lab	(4 units)
Human Nutrition	(3 units)
General Psychology	(3 units)
Life-span Developmental Psychology (Infant through Older Adult)	(3 units)
Introduction to Sociology or Cultural	(3 units)

Anthropology

Written and Oral Communication (8 units)

*Must have been completed within five years prior to admission

General Studies Requirements

Philosophy (3 units)

Philosophy (3 upper division units, must be Bioethics)

Religious Studies Courses (6 units)

AccBSN Entrance Requirements

Before admitted students begin the program in May, they must:

- Complete the necessary health forms and immunizations (See Health Policies, Department of Nursing.).
- Be current in CPR (Healthcare Provider BCLS/Professional Rescuer CPR).
- Carry malpractice insurance.
- Complete a First Aid Course.
- Submit a successful completion of Criminal Background as outlined in clinical policies
- Drug Screening

Costs/Financial Aid/Registration

Tuition for the AccBSN program is the same as the standard Mount St. Mary's College undergraduate tuition and fees for three semesters. There is a nursing fee for each of the three accelerated sessions. Please refer to the Fees and Expenses for exact figures and guidelines.

While AccBSN students are not eligible for Mount St. Mary's grants or scholarships, students may be eligible for federal, state, or private grants or loans. In order to qualify, students must send the FAFSA forms to the processor no later than January 15. Information on financial aid eligibility

will be sent prior to the deposit deadline. A non-refundable deposit fee of \$400.00 is due on the date specified in the acceptance letter.

AccBSN Degree Curriculum Requirements

The AccBSN program requires 126.5 units which includes 56.5 Nursing department units and 3 units of upper division Bioethics. Admitted students must complete their total curriculum plan at Mount St. Mary's College. They may not take required nursing courses at other institutions. A sample program is listed below.

1st Semester

NUR 41	Adaptation Nursing Theory	(3)
NUR 42A	Fundamentals of Nursing: Theory	(2)
NUR 42B	Fundamentals of Nursing: Skills	(1)
NUR 44A	Introduction to Pathophysiology	(3)
NUR 44B	Adaptation Nursing: Adult Medical/Surgical Nursing	(3)
NUR 45AB	Practicum: Adult Medical/Surgical Nursing	(4.4)

Total units: 20

2nd Semester

NUR 135	Pharmacology in Nursing	(2)
NUR 140	Adaptation Nursing: Childbearing Family	(2.5)
NUR 141	Practicum: Childbearing Family	(1.5)
NUR 142	Adaptation Nursing: Children	(2.5)
NUR 143	Practicum: Children	(1.5)
NUR 144	Adaptation Nursing: Advanced Medical/Surgical	(2.5)
NUR 145	Practicum: Advanced Medical/Surgical Nursing	(1.5)
NUR 146	Adaptation Nursing: Mental Health	(2.5)
NUR 147	Practicum: Mental Health	(1.5)

Total units: 18

3rd Semester

NUR 134	Issues in Professional Nursing	(2)
NUR 136	Abuse: Child to Elder Adult	(1)
NUR 138	Nursing Research	(3)

NUR 150	Adaptation Nursing: Community Health	(1.5)
NUR 151	Practicum: Community Health Nursing	(2.0)
NUR 152	Adaptation Nursing: Leadership and Management	(1.5)
NUR 153	Practicum: Nursing Leadership and Management	(1.5)
NUR 156	Adaptation Nursing: Older Adult	(1.5)
NUR 157	Practicum: Older Adult	(1.5)
NUR 158	Adaptation Nursing: Senior Preceptorship	(1.5)
NUR 159	Practicum: Senior Preceptorship	(1.5)

Total units: 18

Total units for an Accelerated B.S. in Nursing: 126.5

Note: Prerequisites for courses in the NUR 140 and 160 Series: Successful completion of the NUR 41, 42AB, 44AB, 45AB or 51, 53ABC, 54, 60, 61, 65, and Nutrition. The NUR 140 and 160 courses involve the continued use of the Roy Adaptation Model as a basis for prevention, rehabilitation, and teaching.

Accelerated BSN Nursing Courses

NUR 41 Adaptation Nursing Theory (3)

Introduces the Roy Adaptation Model, a conceptual model of nursing which guides the steps of the nursing process, with an emphasis on the physiological and psychosocial modes as related to adult and older adult behaviors. Introduces concepts of cultural diversity, aging, spirituality, and sexuality. *1st semester ABSN.*

NUR 42A Fundamentals of Nursing: Theory (2)

Covers basic nursing measures necessary for safe patient care. The focus is to provide the theoretical foundation for selected nursing skills. *1st semester ABSN.*

NUR 42B Fundamentals of Nursing: Skills (1)

Practice and development of the student's psychomotor ability in the performance of basic nursing skills taught in NUR 42A. Designed to integrate computer-assisted learning for an

independent approach to learning. Taken as Credit/No Credit. *1st semester ABSN.*

NUR 44A Introduction to Pathophysiology (3)

Basic pathophysiological mechanisms of disease and selected medical-surgical disruptions of protection and oxygenation that are common to adults are presented for discussion. Patient care management is included. Taken concurrently with NUR 45A. *1st semester ABSN.*

NUR 44B Adaptation Nursing: Adult Medical/Surgical (3)

Common disruptions in the body's structure, function and regulatory mechanisms are presented which include immune response, inflammation, and temperature control. Nursing and Medical Management will be discussed. Taken concurrently with NUR 45B. *1st semester ABSN.*

NUR 45A Practicum: Adult (4)

Clinical practice of nursing with application of concepts related to basic nursing knowledge, fundamentals, and skills. The focus is on the care of the adult hospitalized patient with common medical/surgical problems utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. Taken as Credit/No Credit. Taken concurrently with NUR 44A. *1st semester ABSN.*

NUR 45B Practicum: Adult (4)

Clinical practice of nursing process and skills with application of concepts related to basic nursing skills and to common disruptions in body systems. Focus on common medical-surgical problems affecting adults and older adults, stimuli for illness, nursing diagnoses, nursing interventions, prevention, and teaching in an in-patient setting utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. Taken as Credit/No Credit. Taken concurrently with NUR 44B. *1st semester ABSN.*

NUR 134 Issues in Professional Nursing (2)

The focus is on the profession of Nursing. Content includes the history of nursing, the Nursing Practice Act, legal aspects, liability, and other current issues affecting the nursing profession. *Prerequisites: Successful completion of the NUR 160/140 series.*

NUR 135 Pharmacology in Nursing (2)

Pharmacology as related to pathological processes and various groups of clients is presented, major drug classes and mechanisms of drug actions as well as nursing implications are detailed. *Prerequisites:* Successful completion of the NUR 40, 50, 60 series.

NUR 136 Abuse: Child to Elder Adult (1)

Child, elder and women's abuse will be covered. Included will be prevention, early detection, and intervention techniques. California reporting requirements for child abuse will be covered.

NUR 138 Research (3)

Principles of scientific methods, research designs appropriate to nursing, ethical conduct in human subject research, and components of theoretical frameworks are presented. Emphasis on understanding, critiquing, and applying published research findings to clinical practice. *Prerequisite:* Successful completion of NUR 160/140 series. 3rd semester ABSN. GS-II, VIIA (Satisfies one QL unit.)

NUR 140 Adaptation Nursing: Childbearing Family (2.5)

Lecture. The focus of the bio-psycho-social impact of health and illness problems related to childbearing families utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. Taken concurrently with NUR 141. 2nd semester ABSN.

NUR 141 Practicum: Childbearing Family (1.5)

Clinical practice in prenatal, delivery and postnatal care. Includes the study of parenting roles and health needs of emerging family groups. Taken as Credit/No Credit. Taken concurrently with NUR 140. 2nd semester ABSN.

NUR 142 Adaptation Nursing: Children (2.5)

Lecture. The focus of the bio-psycho-social impact of health and illness problems related to children utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. Taken concurrently with NUR 143. 2nd semester ABSN.

NUR 143 Practicum: Children (1.5)

Clinical practice in the health-illness problems encountered in the care of children, from infancy through adolescence, and their families.

Taken as Credit/No Credit. Taken concurrently with NUR 142. 2nd semester ABSN.

NUR 144 Adaptation Nursing: Advanced Medical/Surgical (2.5)

Lecture. The focus of the bio-psycho-social impact of health and illness problems related to complex episodic medical and surgical disruptions in the adult. Patient care management is included utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. Taken concurrently with NUR 145. 2nd semester ABSN.

NUR 145 Practicum: Advanced Medical/Surgical Nursing 1.5)

Clinical practice in the health-illness problems encountered in the care of complex episodic medical and surgical disruptions in the adult. Patient care management is included. Taken as Credit/No Credit. Taken concurrently with NUR 144. 2nd semester ABSN.

NUR 146 Adaptation Nursing: Mental Health (2.5)

Clinical practice in the health-illness problems encountered in the care of complex episodic medical and surgical disruptions in the adult. Patient care management is included. Taken as Credit/No Credit. Taken concurrently with NUR 144. 2nd semester ABSN.

NUR 147 Practicum: Mental Health (1.5)

Clinical practice in the application of the principles and concepts related to psycho-social problems in psychiatric settings. Taken as Credit/No Credit. Taken concurrently with NUR 146. 2nd semester ABSN.

NUR 150 Adaptation Nursing: Community Health (1.5)

Lecture. Theories and concepts from nursing and public health are presented from a bio-psycho-social perspective. The focus is on the health of the population, as well as on individuals, families and groups living in the community utilizing the Roy Adaptation Model, a conceptual model which guides the steps of the nursing process. The Roy Adaptation Model is threaded throughout the broad topics, which include community oriented practice, family, community assessment, epidemiology and communicable disease. Taken concurrently with NUR 151. 3rd semester ABSN.

NUR 151 Practicum: Community Health Nursing (2.0)

Provides a clinical experience for the senior level student to use the Roy Adaptation Model to improve the health of individuals, families, groups and the community as a whole. An epidemiological approach is utilized to identify and assess problems within aggregates in the community. A variety of populations and settings are used in order to provide the student with the opportunity to apply the theories and concepts from NUR 180/150. Taken concurrently with NUR 150. Taken as Credit/No Credit. *3rd semester ABSN.*

NUR 152 Adaptation Nursing: Leadership and Management (1.5)

Lecture. Theory in this senior level course is designed to analyze leadership and management principles and illustrate how these concepts reflect professional nursing practice. The health care delivery environment will be discussed with an emphasis on the current and future trends in the management of nursing resources and personnel. The Roy Adaptation Model, a conceptual model used to guide the steps of the nursing process, and systems theory are threaded through each topic and will be used to evaluate individuals, groups and organizations on how they work together. Taken concurrently with NUR 153. *3rd semester ABSN.*

NUR 153 Practicum: Nursing Leadership and Management (1.5)

This clinical course provides the senior level student the opportunity to assess and practice under supervision the principles of leadership and management with a variety of populations in various settings. In addition, a conference will be utilized to simulate situations to enhance student's learning of theories and concepts from NUR 182/152. The Roy Adaptation Nursing Model and management principles will be utilized to guide assessment of a group identified in the clinical setting. Students may identify additional objectives to meet their personal learning needs with the approval of the instructor. Taken as Credit/No Credit. Taken concurrently with NUR 152. *3rd semester ABSN.*

NUR 156 Adaptation Nursing: Older Adult (1.5)

Lecture. This gerontology course provides the student with the principles of the Functional Consequences Theory as it relates to the Roy Adaptation Model, a conceptual model used to

guide the steps of the nursing process. The student will apply both models to the psychological and physiological functions of the older adult. Topics also include functional assessment, characteristics of today's older adults in the United States and issues regarding long-term care. Additionally, the student will carry out in-depth research in a gerontology related subject. This research will be presented in a formal paper. Taken concurrently with NUR 157. *3rd semester ABSN.*

NUR 157 Practicum: Older Adult (1.5)

Clinical practice with older adult clients in various settings enabling the student to apply the concepts and principles in NUR 156. Taken as Credit/No Credit. Taken concurrently with NUR 156. *3rd semester ABSN.*

NUR 158 Adaptation Nursing: Senior Preceptorship (1.5)

Lecture. Theory in this senior level course is applicable to any area of nursing specialty. Bio-psycho-social and spiritual approaches will be used to present concepts that the Baccalaureate prepared nurse can apply to promote adaptation in individuals, families, and groups, utilizing the Roy Adaptation Model, a conceptual model that guides nursing process. Broad topics include palliative care, communication, diversity, pain and symptom management, integrative therapies, and loss, grief and bereavement. Taken concurrently with NUR 159. *3rd semester ABSN.*

NUR 159 Practicum: Senior Preceptorship (1.5)

The senior level student will continue to develop and practice the role of the Baccalaureate prepared nurse in this practicum. The student will have the opportunity to demonstrate the ability to apply the theory content from NUR 178/158 and the MSMC Nursing Baccalaureate Program Objectives. A variety of clinical agencies and nursing specialties will be used. The Roy Adaptation Model, a conceptual model that guides nursing process, will be used as the foundation for professional nursing practice. Taken as Credit/No Credit. Taken concurrently with NUR 158. *3rd semester ABSN.*

Philosophy

Doing Philosophy expands our minds and helps us be better thinkers and writers. Philosophy provides us with the tools to discover, examine, and evaluate insights and ideas. Philosophy is not just for those who seek wisdom; it is also for those who want techniques to be able to think, speak, and write clearly and defensibly. It helps us clarify different world-views, assess moral claims, evaluate theories of knowledge, and examine fundamental concepts about the universe.

If you want to sharpen your reasoning skills, studying Philosophy is for you! You can then be more effective in addressing the issues we face and in working with others. Philosophy helps us evaluate theoretical systems and how they are applied in our lives and institutions. With the skills we learn in Philosophy, we are better able to reflect on our values and beliefs—and take stock of the biases and prejudice within and around us. We can make a difference in how we live in the world and with one another.

This major is an excellent preparation for graduate study or a career in college teaching, law, medicine, computer programming, culture studies, social sciences, or religious studies. Philosophy provides a strong foundation for careers in education, business, research, writing, or counseling. In addition to providing a foundation in the discipline, our Philosophy department brings ideas to life and helps students find ways to apply them to the world we live in.

The Philosophy department encourages students to major or minor in Philosophy—or minor in Ethics. It is an excellent major for those who wish

to go into bioethics, law, medicine, journalism, or film. We also help students arrange double majors such as with Art, Political Science, Business, English. A minor in Philosophy is also a possibility for students and works well with virtually all majors, as well as the Pre-Law minor. The Ethics minor is an excellent choice for those majoring in Business, Nursing, or Religious Studies.

Philosophy B.A. Degree Required Courses

Lower Division. One course from each of the following groups:

A. Analytical Skills one of:

- Phi 5 Introduction to Logic
- Phi 10 Critical Thinking

B. Moral and Philosophical Reasoning Skills—one of :

- Phi 15 Introduction to Philosophy
- Phi 16 Philosophy Through Popular Culture
- Phi 21 Moral Values
- Phi 92 Business Ethics

Upper Division. At least ten upper division courses (30 units upper division) in Philosophy are required for the major. Students will select one of the following programs:

Traditional Philosophy: 3 courses (9 units) from each of categories A and C. One course (3 units) from each of categories B and D. Then 2 courses (6 units) electives—from any of the four categories.

Applied Philosophy: 3 courses (9 units) from each of categories B and D. One course (3 units) from each of categories A and C. Then 2 courses (6 units) electives—from any of the four categories.

1. Traditional Philosophy: A program

of study primarily for those interested in pursuing graduate study in Philosophy or who desire a classical philosophical education. Students in Track One should take:

- a. History of Philosophy--Three courses from area A (9)
- b. Logic and Metaphysics--Three courses from Area C (9)
- c. Value Theory--Two courses from Area B (6)
- d. Interdisciplinary Philosophy--One course from area D (3)
- e. One elective Philosophy (from Areas A-D). (3)

Total: 30 units

1. **Applied Philosophy:** A program of study primarily for those interested in fields where a background in Philosophy is particularly valuable, such as law, bioethics, business ethics, medicine, women's studies, or culture studies. Students must take at least:

- a. Value Theory--Three courses from Area C (9)
- b. Interdisciplinary Philosophy--Three from area D (9)
- c. History of Philosophy--One from area A (3)
- d. Logic and Metaphysics--One from Area B (3)
- e. Two elective Philosophy courses (from Areas A-D) (6)

Total: 30 units

A. History of Philosophy:

Phi 124	Socrates, Plato, & Aristotle	(3)
Phi 126	Descartes to Kant	(3)
Phi 130	Existentialism	(3)
Phi 134	American Philosophy	(3)

Phi 172	Marxism	(3)
Phi 180	Chinese Philosophy	(3)

B. Value Theory:

Phi 156	Media Ethics	(3)
Phi 166	Nursing Ethics	(3)
Phi 167	Ethics and Film	(3)
Phi 168A	Contemporary Moral Problems	(3)
Phi 168B	Bioethics	(3)
Phi 168C	Environmental Philosophy	(3)
Phi 170	Social and Political Philosophy	(3)
Phi 192	Business Ethics	(3)
Phi 193	Global Business Ethics	(3)

C. Logic, Metaphysics, and Epistemology:

Phi 150	Metaphysics	(3)
Phi 152	Theory of Knowledge	(3)
Phi 155	Symbolic Logic	(3)
Phi 158	Scientific Method	(3)
Phi 160	Philosophy of Religion	(3)

D. Interdisciplinary Philosophy:

Phi 162	Philosophy and Native Cultures	(3)
Phi 165	Philosophy of Law	(3)
Phi 169	Philosophy of Technology	(3)
Phi 175	Philosophy of Film	(3)
Phi 176	Philosophy of Literature	(3)
Phi 178	Philosophy of Women	(3)
Phi 179	Women and Values	(3)

Total Units in Philosophy: 36

Plus General Studies requirements and electives totaling 124 semester units, including Modern Language requirement.

Philosophy Minor

A minimum of 21 units, of which at least 15 are upper division units selected from *Category B: Value Theory*.

Ethics Minor

In addition to being able to major or minor in Philosophy, students may be an Ethics Minor.

The Ethics Minor

A minimum of 21 units, of which at least 15 are upper division Ethics courses selected from:

Phi 167, Phi 168 A,B,C, D, and E, Phi 174, Phi 179, Phi 192.

Independent Study Policy:

Independent studies are open to Philosophy majors and minors who wish to explore an area of philosophy for advanced or specialized work. Any non-major wishing to do an Independent Study in Philosophy must have a clearly defined goal and must confer with both the faculty member and the chair of the department to see if it is appropriate. Independent studies require independent research. Students are expected to meet the faculty member at least one hour per week, undertaking an equivalent amount of work that would be expected in a three credit course. Normally, independent studies are not intended to replace a course taught in the department. For details on what must be included in your petition for an Independent Study, please contact the Chair of the Philosophy department.

Philosophy Courses

PHI 5 Introduction to Logic (3)

An introduction to argument structure, including inductive and deductive arguments, the rules of inference and replacement, fallacies of reasoning, validity and soundness, syllogisms, the use of language, diverse frames of reference, analysis, decision-making and problem-solving, and evaluating arguments. GS-II, VB3, VIIA (Satisfies three QL units.) Note: Effective Fall 2014 students can get GS credit for only one, PHI 5 or PHI 10--not both.

PHI 10 Critical Thinking (3)

Students taking this course will learn reasoning techniques so they develop their skills at argumentation, spotting fallacious reasoning, examining uses of language, evaluating reasoning, examining assumptions, weighing evidence, determining credibility of witnesses, problem solving, decision-making, and

applying critical thinking skills to moral reasoning, advertising, the media, and legal reasoning. This course carries credit equivalent to PHI 5 GS-II, VB3. PHI 10 is also designated as QL1; thus grants three units as GS-VIIA. Note: Effective Fall 2014 students can get GS credit for only one, PHI 5 or PHI 10--not both.

PHI 15 Introduction to Philosophy (3)

An introduction to the nature of philosophy and why philosophy is considered the love of wisdom. Included are philosophical questions, major thinkers, and the methodology involved in a philosophical inquiry. Topics covered include free will and determinism, the existence of God, the problem of evil, mind and body, the theory of knowledge, and personal identity. Traditional views, as well as contemporary ones from diverse perspectives (such as women and people of color) will be included. GS-VBI, VI. Note: Effective Fall 2014 students can get GS credit for only one, PHI 15 or PHI 16--not both.

PHI 16 Philosophy Through Popular Culture (3)

This is an introduction to philosophical ideas and methods that explores the ways in which we can learn about--and do--Philosophy through popular culture. We will draw from a variety of sources--such as movies, TV, social media, journalism, art, literature, music, and advertising. You will get a good overview of the discipline while seeing the ways philosophical themes, concepts, and ideas are expressed in popular culture. GS-VBI, VI. Note: Effective Fall 2014 students can get GS credit for only one, PHI 15 or PHI 16--not both.

PHI 21 Moral Values and Ethical Decisions (3)

This course is an introduction to moral reasoning and ethical decision-making, with a focus on fundamental ethical theories. Using the different theories, we examine some major moral dilemmas we face (such as the death penalty, world hunger, environmental ethics, abortion, sexual morality, censorship). GS-VB2, VI. Note: Effective Fall 2014 students who take this course may not take PHI 92 for GS credit, but may take PHI 192.

PHI 24 Socrates, Plato, and Aristotle (3)

An introduction to the origins of philosophical traditions in the West through study of the lives and major works of Socrates, Plato, and Aristotle. Philosophy majors and minors only are to take this course for upper division credit as PHI 124. They will be assigned an additional critical assignment appropriate to a more

advanced level of study. This may be in either written or oral form. GS-VBI

PHI 92 Introduction to Business Ethics (3)

A case study approach to business ethics and information technology. Using ethical theories, we will cover such moral dilemmas as affirmative action, electronic privacy, censorship and the Internet, and business practices (product liability, whistle blowing, honesty, advertising) environmental concerns, global issues, corporate decision-making and responsibility. Effective Fall 2004, students who take this course may not take PHI 21 for GS credit. Honors student should take PHI 21H, not PHI 92. GS-VB2, VI

PHI 126 Descartes to Kant (3)

The development of modern views on the relationship of reality and knowledge; the tension of reason and experience in classical modern rationalists and empiricists and the synthesis of Kant. *Prerequisite: One lower division course in philosophy.* GS-VBI

PHI 130 Existentialism (3)

A study of existentialist thinking drawing from Nietzsche, Kierkegaard, Sartre, Heidegger, Camus, de Beauvoir. The emphasis is on the individual, free-will, choices, decision-making, authenticity vs. inauthenticity, and global considerations. Existentialist literature (Kafka, Beckett, Atwood, Shange, etc.) and challenges raised by women and people of color may be included. *Prerequisite: One lower division course in philosophy.* GS-VBI

PHI 134 American Philosophy (3)

A study of the major philosophical ideas that have influenced the development of American intellectual life, civilization, and culture: Transcendentalism, Idealism, and the Pragmatic movement. *Prerequisite: One lower division course in philosophy.* GS-VBI

PHI 150 Metaphysics (3)

A study of philosophical theories of being and the nature of reality. Typical concepts studied include free will, personal identity, the metaphysics of body, human nature, and the mind-body problem. *Prerequisite: One lower division course in philosophy.* GS-VBI

PHI 152 Theory of Knowledge (3)

An examination of the nature and possibility of human knowledge, objectivity, perception, truth, self-knowledge and the knowledge of other minds, the conditions of justified belief. *Prerequisite: One lower division course in philosophy.* GS-VBI

PHI 155 Symbolic Logic (3)

This course provides the tools to do more advanced work in deductive reasoning and legal reasoning. This includes propositional logic, quantification logic, and examining complex argument forms. This course is highly recommended for Pre-Law students, as part of the course will look at analytical reasoning on LSAT exams. Also recommended for Computer Science majors. *Prerequisite: none, but any critical thinking or logic course is recommended.* GS-VIIB and either GS-II or VB3.

PHI 156 Media Ethics (3)

An examination of ethical issues and concerns regarding the media, social media, and journalism. Topics and cases for study may include: censorship, the First Amendment and freedom of the press, impact of the media on society, honesty and accountability, the credibility of news media, point of view, the role of standards and ratings (e.g., PG, PG 13, R, and so on), functioning as a witness of historical events, and obligations to consumers and to the society. *Prerequisite: Any other ethics course.*

PHI 158 The Scientific Method (3)

An inquiry into the nature and value of science. In this course we will address such questions as: What is science? Is there a method common to all the sciences? Does science give us truth? Is science value-free? What are the ethical rules appropriate for scientific practice? This course is highly recommended for students majoring in one of the sciences, but all students who meet the prerequisite are welcome. *Prerequisite: one lower division course in philosophy.* GS-VBI or VB3

PHI 160 Philosophy of Religion (3)

A study of the philosophical concerns raised in religion, including the existence of God, faith, images and concepts of God, the problem of evil, along with multi-cultural and feminist considerations of religion and mythology. *Prerequisite: One lower division course in philosophy and one in religious studies.* GS-VI and either VA4 or VBI.

PHI 162 Philosophy and Native Cultures (3)

In this course we explore the philosophy, mythology and world views of four major groups of Native Americans. The focus is usually on the tribes of the Southwest, Northwest, Far North, and Mexico (especially Huichol). Examination of the philosophical issues, myths, language, literature of these

tribes; as well as contemporary issues (such as casinos and gambling, nuclear waste storage on reservations, and cultural authenticity). *Prerequisite: One lower division course in philosophy.* GS-VBI, VI

PHI 165 Philosophy of Law (3)

This course examines philosophical issues and concerns in law and in the application of laws. This includes notions of personhood, freedom of speech, freedom of religion, pornography and obscene speech, major Supreme Court decisions affecting a particular field (e.g., bioethics, medicine, research, biotechnology, business, the media). In any given semester, we will examine a particular theme (such as terrorism, international justice, laws regarding the workplace, environmental law, the media, or philosophical issues in international law). *Prerequisite: One lower division course in philosophy.* GS-VB1, VIIA

PHI 166 Nursing Ethics (3)

An examination of the ethical issues, concepts, and moral principles in Nursing and the application of the major ethical theories to medical dilemmas involving the nursing profession. Issues include the ANA code, models of ethical decision-making, moral conflicts, informed consent, patient confidentiality, individual autonomy, and contemporary issues such as nurse-assisted suicide, justice and healthcare, and allocating scarce resources. *Prerequisite: Any other ethics course.*

PHI 167 Ethics and Film (3)

In this course we examine ethical issues raised by movies and see how ethical theories can help us better understand the dilemmas presented in the movies we see. We will take two approaches: (1) A case study approach--going from the film itself (characters, plot, dialogue, etc.) to examining ethical issues and moral reasoning; (2) A theoretical approach--going from major ethical theories to specific films to better understand how to live a life of purpose. *Prerequisite: Any other ethics course.* GS-VB1 or VB2--not both

PHI 168A Contemporary Moral Problems (3)

A study of contemporary moral and social problems; including the death penalty, public policy issues, corporate responsibility, environmental ethics, world hunger, animal experimentation, advertising and media ethics, and individual vs. societal rights. At least one third of the course covers bioethical issues (such as surrogacy, euthanasia, abortion,

medical experimentation, justice and health care). *Prerequisite: One lower division ethics course.* GS-VB2, VI

PHI 168B Bioethics (3)

In this course we examine ethical issues raised by movies and see how ethical theories can help us better understand the dilemmas presented in the movies we see. We will take two approaches: (1) A case study approach--going from the film itself (characters, plot, dialogue, etc.) to examining ethical issues and moral reasoning; (2) A theoretical approach--going from major ethical theories to specific films to better understand how to live a life of purpose. *Prerequisite: Any other ethics course.* GS-VB2

PHI 168C Environmental Ethics (3)

In this course we look at ethical issues in our relationship to the environment. Topics may include: land ethics, global hunger, climate ethics, agribusiness, patenting of life forms, preservation of ancient forests, animal rights, our relationship with the natural world, moral obligations to wildlife, eco-feminism, wilderness ecology, and environmental justice. *Prerequisite: Any other ethics course.*

PHI 169 Philosophy of Technology (3)

In this course we consider philosophical perspectives on ways reality, knowledge, and the relation between individuals and society are part of technological development. We also investigate how information technologies like the computer, the Internet, and communications media help shape our lives. *Pre-requisite: One lower division course in Philosophy. PHI 150 are 152 are helpful but not required.* GS-VBI

PHI 170 Social and Political Philosophy (3)

This section of Social and Political Philosophy will examine the tradition of social and political theories from the perspective of women and family. This will include conceptual analyses of traditional theories in order to understand why these theories have either excluded, marginalized, or placed restrictions on the participation of women. We will also study recommendations from various theoretical traditional perspectives as to how to fully incorporate women and families in ways that are fully inclusive. *Prerequisite: One lower division course in philosophy.* GS-VB1

PHI 172 Marxism (3)

An examination and comparison of some of the central works of Marx, Engels, Lenin, Mao, and other writers in the Marxist tradition with a focus on the criticisms of capitalism, the

revolution to establish communism, the nature of communist society; and the relevance to the contemporary world and the future of Marxist/socialist societies. *Prerequisite: One lower division course in philosophy.* GS-VB1

PHI 174 Philosophy of Art (3)

A study of the philosophical concerns around the creative process, the work of art, and aesthetic evaluation. This includes a study of the classical thinkers of aesthetics (e.g., Aristotle, Plato, Croce, Langer, Tolstoy), as well as contemporary theories. As part of this study, we examine multicultural perspectives (e.g., Chicano murals, African American film directors, women in film). *Prerequisite: One lower division course in philosophy.* GS-VBI, VI

PHI 175 Philosophy of Film (3)

A study of philosophical ideas and theories about film, film theory, and various schools of film criticism. In a particular semester, we may focus on a particular theme, such as the hero in American film, or authenticity and personal integrity, or visions of society. In addition, we will be interested in looking at film as an expression of cultural values and an instrument for change. As part of that goal, we will examine the role of race, class, and gender in assessing film. *Prerequisite: One philosophy course.* GS-VB1, VI

PHI 176 Philosophy of Literature (3)

In this course we study the literary expression of philosophical concerns, such as authenticity, freedom and choice, good vs. evil, justice vs. injustice. This involves one or two philosophical works that investigate a philosophical issue (e.g., the ideal society) and then we look at various novels or plays to see how the issue is treated in literature. This course includes multicultural and non-traditional expressions and concerns. *Prerequisite: One lower division course in philosophy.* GS-VBI, VI

PHI 178 Philosophy of Women (3)

A critical study of traditional and contemporary conceptions of women and various manifestations of the oppression of women particularly in Western societies and the US, especially for women of color. Various strategies of addressing women's issues will be studied, including various forms of feminism and research on or by women and of the women's movement will be explored from diverse perspectives, especially those of women

of color. *Prerequisite: One lower division course in philosophy.* GS-VBI, VI

PHI 179 Women and Values (3)

An examination of women's perspectives in areas reflecting values, including ethics, aesthetics and art, political and social theory, the law, and religion. The course focuses on how women tend to perceive values differently than men and the contributions women make to value theory as well as the problems of interpretation and practice that these differences raise, e.g., regarding sexual harassment, pornography, or the value of attachment. Differences among women, especially cultural differences, will be explored throughout. *Prerequisite: One lower division course in philosophy.* GS-VBI or VB2, VI

PHI 180 Chinese Philosophy (3)

This course will study the origins of Chinese philosophy in the classical writings of Confucius, Mozi, Menchius, Laozi, and others. The focus will be on understanding the basic conceptual framework of Confucianism and Daoism in the context of ancient Chinese history and also how these philosophies are understood today. We will also explore the place of women in Chinese philosophy; both what it was understood to be in the past and how it can be conceptualized today. *Prerequisite: One lower division course in philosophy.* GS-VB1

PHI 192 Business Ethics (3)

A case study approach to business ethics and information technology. Using ethical theories, we will cover such moral dilemmas as affirmative action, electronic privacy, censorship and the Internet, and business practices (product liability, whistle blowing, honesty, advertising) environmental concerns, global issues, corporate decision-making and responsibility. *Prerequisite: Any ethics course or any two Philosophy classes.* GS-VB2, VI

PHI 193 Global Business Ethics (3)

An examination of issues in business and as a result of corporate actions that affect the ways we live and work—looking at them on an international scale. Topics may include the application of major ethical theories and concepts to cases and ethical decision-making, outsourcing, pay equity (and inequity), cultural conflicts around business practices, social responsibility, ethics and the global economy, whistleblowing, bribery and corruption, obligations to third world nations, product

safety, the World Bank, and economic justice.
Prerequisite: Any other ethics course.

PHI 198 Special Topics (1-3)
May be repeated for credit.

PHI 199 Senior Thesis (1-3)
May be repeated for credit. Offered only on request.

PHI 199H Senior Honors Thesis (3)
Open only to students admitted to the Honors Program.

Physical Education

Physical Education courses are offered as electives, intended to enhance and balance the academic course load of students. All courses, with the exception of PED 100, are Credit/No Credit and may be repeated for credit; however, a maximum of six units of SPR and PED combined may be applied to requirements for the Baccalaureate degree, and a maximum of four units of SPR and PED combined may be applied to requirements for the Associate degree.

Physical Education Courses

PED 1 Fitness for Freshmen (1)

Fight off the Freshmen Fifteen with this interactive class that is designed to address the specific physical activity and nutrition needs of freshmen as they transition to life in college. Students will participate in aerobic and resistance training activities as well as meal planning and nutrition logs. Students will learn to make lifestyle changes that will enhance their mental and physical health with the support of classmates and instructors.

PED 3B HARD CORE (1)

Use the exercise ball (Swiss Ball, Stability Ball) to strengthen your CORE (abs, glutes, and low back). Your CORE is the foundation of strength for all other movement. If you have a strong CORE, you prevent injury, enhance your ability to perform any movement (exercise or everyday living), and improve your posture. This class will build your CORE first, and move on to more advanced stability ball moves to strengthen your entire body! You'll tone, trim excess body fat, and improve your health!

Ancient Arts Courses

PED 1K Tae Kwon Do (1)

This course introduces the students to the Martial Arts of Tae Kwon Do: the history and philosophy of the art, the kicks, strikes, blocks, stances, and self-defense techniques. The student will learn the tenants of Tae Kwon Do. The course will be activity-based and will involve rigorous workouts. Hands-on application will be practiced in every class

along with a constant focus on sound structural basics.

PED 1J Jujutsu (1)

A martial art designed to fit the needs of modern times. Learn how to use pressure points, kicks and strikes to the body to effectively control and subdue an attacker. You will learn techniques of escapes, throws, chokes, grabs, joint-locks and ground defense in unarmed situations. You will also learn how to effectively defend yourself against different weapons. Focuses on realizing your full potential, experiencing growth and positive changes, breaking through self-limiting beliefs, and the unification of mind, body and spirit through a martial art that stresses discipline and integrity.

PED 1P Pilates Mat (1)

A fun and invigorating workout that teaches a series of controlled movements utilizing the body's "core" - abdomen, back, and hips. This exercise regimen is designed to create long, lean muscles while enhancing strength, flexibility, and balance, with an emphasis on posture. The Pilates mat classes are suitable for any level, and may utilize small props to bring additional challenge to your workout.

PED 1R Karate (1)

Shorinji Renshinkan Karate practices forms that originate from the techniques of Shaolin martial arts. Its emphasis is reaching out to others with compassion and understanding. The martial art accentuates efficient combat by means of tai sabaki. This is roughly translated as the method one manipulates their body for technique and maneuvers. Though Shorinji karate is taught as a martial art system, Renshinkan really stands for aspiring to be the best humanitarian that one can be. The very kanji for Renshinkan [錬心館] roughly translates to "hard work [training / great effort] that exudes from the heart [soul]." Students will learn the fundamental moves, forms, and self defense techniques.

PED 1S Women's Self Defense (1)

An introduction to self defense techniques combining practical safety skills, physical conditioning, and martial art movements.

PED 1T Tai Chi (1)

An introduction to the Yang style of Tai Chi Chuan, an ancient blend of mental concentration and physical movement, with applications to self-defense.

PED 1Y Yoga (1)

An introduction to yoga, an ancient blend of stretching, relaxation, and breathing techniques that increase flexibility and muscle strength and tone, improve circulation, and reduce stress.

PED 2Y Power Yoga (1)

Power Yoga is an energetic, strong practice, with yoga movements that flow from one posture to the next without the use of props or devices. Power Yoga is designed to heat the body internally to build strength, increase cardiovascular endurance, and calm the mind. Students begin at any level of expertise.

PED 3Y Pilates/Yoga (1)

Get the best of both worlds! This class is taught two days a week; work on Yoga one day: meditation/breathing, strengthening poses, and flexibility, and on the second day learn what your “Powerhouse” is by practicing some Pilates. Both classes will strengthen your body and increase your flexibility.

Aerobic Conditioning Courses**PED 2A Aerobics Hi/Lo (1)**

A high intensity, low impact workout, designed for all levels, that improves cardiovascular endurance, muscle strength and endurance, body composition, and flexibility.

PED 2C Boot Camp (1)

ATTENTION RECRUITS! The eight-week session requires Boot Camp participants to follow an hour-long exercise regimen four days a week. Each day students will build on the previous day's practice. Students will not be asked to do more than is comfortable and safe, but will be challenged to improve their endurance, strength, and cardiovascular capacity. Every session begins with a warm-up, followed by the day's given exercise activities, which can include cardiovascular activities such as running up and down hills, walking, jumping rope, resistance and weight training; exercises to increase flexibility and tone, sit-ups and push-ups and fitness testing. The goal of this class is to challenge the mind and body and to gain a rejuvenated sense of health and fitness.

PED 2K Kickboxing (1)

High intensity, multi-level hi/lo workout incorporating moves from kickboxing and other martial arts techniques. This class emphasizes proper technique, mental discipline and self-awareness. Give bad health the boot!

PED 2P Studio Cycling (1)

A high energy workout utilizing stationary racing bikes to improve cardio-respiratory and muscular endurance.

PED 2S Step Aerobics (1)

A high intensity, primarily low impact cross training class, utilizing the aerobic step and exercise tubing, that improves cardiovascular endurance, muscle strength and endurance, body composition, and flexibility.

PED 2W Water Aerobics (1)

An aerobic conditioning class which utilizes the resistance of water to enhance cardiovascular endurance and reduce the risk for injury.

PED 2Z Zumba (1)

Zumba is a fusion of body sculpting movements with easy to follow dance steps to the tune of Latin and International music. The routine features aerobic/fitness interval training with a combination of fast and slow rhythms that tone and sculpt the body. Zumba utilizes the principles of fitness interval training and resistance training to maximize caloric output, fat burning and total body toning.

PED 2E W.E.T. Workout (1)

Water Earth Training. Learn the best of both water and earth (land-based) training! You'll work on basic swimming skills, water aerobics, weight training, & cardiovascular work. ALL levels are welcome, from beginning to advanced!

PED 1W Ultimate Body Conditioning (1)

A high intensity class that combines cardiovascular endurance with circuit weight training designed to burn optimal, maximum calories in the least amount of time. This course will also introduce various aspects of fitness and wellness including fitness assessments, lifestyle management and nutrition.

Muscle Conditioning Courses**PED 3W Resistance Training (1)**

Weights are for EVERYONE! Many people think that weights and resistance training are for men or women who want the “bulky” look. This is NOT true! Resistance training is one of the best ways to decrease excess body fat and lose weight. If you want a sleek, toned body, you have got to try this class! This course will emphasize muscular strength and endurance using resistance equipment and free weights. Students will develop and implement a personal

workout based on individual goals, fitness level, and ability.

Dance Courses

PED 4A African and Latin Rhythms (1)

A dance class which emphasizes basic African and Latin movements to improve cardiovascular endurance, muscle strength and tone.

PED 4B Ballet (1)

An introduction to the basic movements and choreography of ballet which will increase flexibility, muscle strength, endurance, and tone.

PED 4C Cardio Dance (1)

Get on the floor! A high energy class that works to improve overall fitness, as well as dance technique. Learning to pick up different types of choreography and understanding music will also be included. Students will work on learning short dance combinations. Some strength, toning, and flexibility exercises will also be included. Styles and types of dance may vary with instructor, but may include Hip Hop, Salsa, Disco, Old School, Swing, and other varieties. All levels are welcome, from beginner to advanced.

PED 4D Dance Workshop (1)

Instruction and choreography of various dance forms including jazz, modern, and street dance with the opportunity for performance.

PED 4E Cardio Dance Plus (1)

A more challenging class than Cardio Dance and excellent for the experienced participant. For this 60minute class be ready for a high-intensity cardiovascular workout that will keep you guessing. Exercises may range from choreographed floor aerobics, interval training, calisthenics and resistance training. A combination of core training, cardio endurance training and flexibility training taught to upbeat music and choreography exploring the vast array of dance styles including jazz, hip-hop, Latin, funk and more. All levels welcomed.

PED 4H Hip Hop (1)

A high intensity free-style street dance class that increases cardiovascular endurance, muscle strength and endurance, and improves body composition.

PED 4J Jazz (1)

A dance class which emphasizes basic jazz movements to improve cardiovascular endurance, muscle strength and tone.

PED 4K Urban Jazz (1)

Urban Jazz is an energetic fusion of Street Jazz and Hip Hop with elements of Lyrical and African Dance included to offer a unique and expansive dance style. Students will learn the fundamentals of each style, while focusing on proper dance technique, improving balance and flexibility, and developing complex rhythms and patterns. Class structure includes a proper warm-up, stretches, isolations, across-the-floor progressions, and combinations. As students progress through the semester, combinations will become more complex and intricate.

PED 4L Latin Jazz (1)

This class is an introduction to the principles of authentic Latin dancing. The class is focused around basic body rhythms inherent in Salsa, Cumbia, Merengue, Bachata, Reggaeton, and Cha-Cha-Cha. We will cover the fundamentals of leading and following, as well as introduce you to dance patterns for each Latin dance style. No dance experience necessary.

PED 4M Contemporary Dance (1)

Contemporary Dance is an introduction to basic modern dance techniques such as Horton, Limon, and Taylor. These techniques focus on core and full body strength, lengthening, isolations, suspension, rebound and grounded shifts of weight. The techniques build upon themselves preparing the body for expressive dance. Along with developing technique the class will put focus on learning contemporary dance routines which will provide an expressive outlet of dance liberating and soothing to a dancer's soul and mind.

PED 4P Dancer Physique (1)

Dancer physique is a unique one-hour class that gives your body the opportunity to train, feel and ultimately look like a dancer. It is a custom workout, which combines elements of ballet, Pilates, yoga, isometrics, cardio and stretching into a series of movements that gives you a complete workout. Expect to have sculpted arms, tight abs, a trimmed mid-section, a firm bum, shapely legs, improved posture, burn fat and to have an overall elongated and lean appearance of your body. You will be firmer, leaner, centered and overall your body will carry the strength and grace of a dancer.

PED 4R Lyrical Dance (1)

Lyrical is a dance form based on creative expression. It is story set in motion. Lyrical is a fusion of ballet and jazz which combines one's own expression along with technical skills. This dance form possesses a fluid quality, but also uses the dynamics and accents of the music to convey the emotions of the song and communicate the story to the audience. This integrated form allows for freedom of self-expression.

PED 4S Salsa (1)

An introduction to the choreography of salsa, a dynamic dance class designed to increase cardiovascular endurance and improve body composition.

Outdoor Recreation

PED 4Z Belly Dancing (1)

Emphasis is on learning and executing dance steps with accuracy and flexibility. This class is appropriate for any woman that has an interest in belly dance whether for fitness or performing.

PED 5H Hiking and Wildflowers (1)

An introduction to hiking with emphasis on wildflower identification.

PED 5S Special Topics in Outdoor Recreation (1)

Primarily off campus activities which could include mountain biking, roller blading/skating, beach volleyball, biking, hiking, snow and water skiing.

Sports Courses**PED 6A Inside Sports (1)**

This course will explore the social, cultural, and historical components of sport and physical activity of today. Inside Sports will include lectures, films and videos, student presentations and field trips on historical, social, and cultural aspects of sport. What to do if you grew up not playing sports? Lack the knowledge of sports today? You want to join or learn but don't know where to start? All your co-workers enjoy games at the local pub and the office pool is circulating but you have no clue about what to do? How do you become a team player? Sports provide an important social setting and may be a critical asset for women trying to advance in today's business world.

PED 6B Basketball (1)

She shoots, she scores! An introduction to basic basketball skill techniques, scoring, rules and game strategy.

PED 6C Court Sports (1)

Get on the court! Instruction in the rules, techniques, and strategies of basketball and volleyball.

Ped 6F Field Sports and Games (1)

Weekend Warrior! Instruction in the rules, techniques, and strategies of ultimate frisbee, softball, flag football, grass volleyball, new games, soccer and much more (dependent upon instructor, facilities and equipment). All levels are welcome, from beginner to advanced.

PED 6I Intramural Sports (1)

The Intramural Sports Program provides a wide variety of quality recreational programs in a safe and secure environment designed to enhance the social, mental, and physical well-being of the individual and core team. In the fall semester, this course is designed for volleyball players and in the spring semester it is for basketball players that compete in our intramural program.

PED 6O Softball (1)

Catch it! An introduction to softball techniques, scoring, rules and game strategy.

PED 6R Soccer (1)

Kick it! An introduction to basic soccer skill techniques, scoring, rules and game strategy.

PED 6S Swimming (1)

Splash! A comprehensive course addressing both basic stroke technique and cardiovascular conditioning.

PED 6T Tennis I/II (1)

Ace it! An introduction to basic tennis skill techniques, scoring, rules, and game strategy.

PED 6V Volleyball (1)

Bump, Set, Spike! An introduction to basic volleyball skill techniques, scoring, rules, and game strategy.

PED 6W Sports Conditioning (1)

You say you have skills? Well whether you do or don't, this class is for the sports lover! Condition your body to play any sport! This class will work on cardiovascular endurance, muscular strength and power, and flexibility, with the intention of improving your body's health and fitness. Perfect for any athlete OR any *wanna-be* athlete! Even if you aren't into sports, this class provides great variety to your workout, and will decrease excess body fat in those who are up to the challenge!

Certification Courses

Certification Courses**PED 7B Lifeguarding (1)**

This course teaches rescue skills including equipment-based rescuers, spinal injury management, and post-rescue care and surveillance skills to help prevent or immediately recognize injuries. In addition, first aid training and “CPR for the Professional Rescuer” are included in the course content. At the conclusion of this course, testing for the American Red Cross Lifeguarding Certificate will be offered. This course is for the intermediate and above swimmer.

PED 7C CPR/First Aid/AED (1)

This course teaches basic CPR (for adult, child, and infant) and First Aid methods, the Automated External Defibrillator in preparation for passing the American Red Cross Certification.

Education

PED 100 Physical Education (1)

Required course for Liberal Studies majors emphasizing the State Curriculum Framework, movement skill and movement knowledge, self-image and personal development, and social development of children K-12 through the participation in rhythms, games, sports, and physical fitness activities. *Letter graded course.*

PED 5W Lifetime Fitness (1)

This course is an independent on-line study course designed to educate students to adopt and maintain the behaviors associated with an active and healthy lifestyle. Students will learn the facts about fitness, wellness, physical activity; become an informed fitness, wellness, and exercise consumer; and plan their own personal lifetime fitness and wellness program.

Prerequisite: Junior and/or senior standing.

Physical Science

DEPARTMENTAL AFFILIATION: PHYSICAL SCIENCE
AND MATHEMATICS

PHS 5 Selected Topics in Physical Science (1-3)

Prerequisite: *Consent* *of* *the*
department.

Physical Science Courses

All students enrolled in a laboratory course will be required to pass an annual Laboratory Safety Exam. Each student will be allowed to take the test a maximum of two times. If a student does not pass the exam on the second attempt, he or she will be dropped from all laboratory classes.

PHS 1 Scientific Concepts (3)

This introductory course is designed to provide students with basic knowledge of the scientific principles that govern our environment. The primary emphasis is chemistry, including an overview of the properties of chemicals with a closer look at the atom, the elements, and chemical bonds and reactions. Also addressed are topics in Physics such as mechanics, heat and energy. This course will provide students with the foundation needed for continued study in the sciences and applied fields such as nursing. GS-IIID, VIIB

PHS 2AB General Physical Science (2,2)

This course for the non-science major surveys the four main fields of physical science: physics, chemistry, astronomy, and geology. It explores how things work and how we find out. Elementary mathematical concepts are introduced as required. Recommended for students planning to become teachers. GS-IIID, VIIA

PHS 2 Contemporary Physical Science (3)

A survey of the four major physical sciences: physics, chemistry, astronomy, and geology with a special emphasis on contemporary concerns. **GS-IIID, GS-VIIA.** *Offered in Weekend College format only.*

PHS 4 Elementary Environmental Studies (3)

An introduction to the study of human's physical resources and environment leading to a consideration of the problems of conservation and pollution. *Prerequisite:* PHS 1 or PHS 2A. GS-IIID

Doctor of Physical Therapy Degree

Mount St. Mary's College provides doctoral education to a diverse student body culminating in physical therapists with sound clinical reasoning in a variety of settings who are committed to professional and personal development, social citizenship and ethical, compassionate care.

This graduate degree program offers professional education based on a foundation of liberal arts and sciences. It is a three-year (9 semester) program of academic rigor requiring full time study throughout the curriculum. Concentration on the basic and clinical sciences is integrated with physical therapy patient/client management principles and procedures. The total educational experience of the student involves life-long learning, and the physical therapy curriculum facilitates this value throughout the student's acquisition of knowledge and development of intellectual skills, professional behaviors, cognitive abilities, and practice competencies. The program design provides early and continual integration of clinical experiences that foster maximum development of the student's clinical thought processes, and provides opportunities for mastery of the personal and skill-based competencies requisite for entry-level practice. The Physical Therapy Department is committed to providing an education that enables graduates to be generalist practitioners of the highest quality. The learning environment nurtures students to become skilled professional practitioners, possessing the skills of clinical reasoning and effective communication. Students experience and discover the person and service-

oriented aspects of health care including:

1. An understanding of the holistic nature of health, integrating body, mind, spirit and emotion
2. An understanding of human beings, their inherent dignity, their diverse cultures, and ethnicity
3. A respect for the role of compassion and communication in health and healing
4. A respect for the role of mutual trust and responsibility in patient relationships
5. An ethical basis for decision making

As integral members of the health care team, graduates impart their knowledge and skill through competent and compassionate patient care, enlightened education, scholarly activity and research, quality consultation and a commitment to life-long learning and professional development.

The program is accredited by the Commission on Accreditation in Physical Therapy Education, the official accrediting body for Physical Therapy Education Programs. Upon successful completion of all clinical and academic requirements, the degree of Doctor of Physical Therapy is awarded. Graduates are eligible for licensure in all fifty states, the District of Columbia, and Puerto Rico.

The DPT program utilizes the Physical Therapy Centralized Application Service (PTCAS) for all program applicants.

DPT Required Documents Include:

- Transcripts: one official copy from each college attended submitted directly to the Office of Graduate Admissions (in addition to PTCAS)
- Three recommendations (academic, physical therapist, and interpersonal skills assessment) (submit to PTCAS)
- Statement of Interest (submit to PTCAS)
- Evidence of physical therapy experience (submit to PTCAS)
- Official GRE Score Report submitted to PTCAS. Official TOEFL score submitted to Graduate Admissions.
- Admission decisions for Fall begin the previous August. The deadline for early decision applicants is August 17. The application deadline for all others is December 1 of the previous Fall.

DPT Admission Requirements:

- Cumulative Undergraduate Grade Point Average of 3.0 on a 4.0 scale.
- Pre-requisite Grade Point Average of 3.0 on a 4.0 scale.
- Scores on the Graduate Record Exam must be at least in the 40th percentile for verbal and quantitative sections.
- Knowledge of the profession obtained by paid or volunteer clinical experience including outpatient and inpatient settings. One-hundred twenty hours recommended in each setting. Experience verified by a licensed physical therapist.
- For applicants whose first language is other than English, a TOEFL score of at least 550.
- Acceptable recommendations: one from an academician with direct knowledge of the applicant's academic

ability; one from a physical therapist who can address the applicant's clinical potential and communication skills; and one from an individual who can address the applicant's problem solving skills.

- Submission of completed application with all official transcripts, recommendation forms, verification of PT observation/work hours and Graduate Record Examination results to the Physical Therapy Centralized Application Service. Admission decisions for Fall begin the previous August. The deadline for early decision applicants is August 17. The application deadline for all others is December 1 of the previous Fall. Upon acceptance to the program, official transcripts must be sent directly to the Office of Graduate Admissions.

DPT Prerequisite Coursework

To be acceptable, letter grades of C or higher are required. All prerequisite courses must be taken on a graded basis. All science courses must be for science majors and have laboratories. The requirements presented are on the semester system. If the applicant has attended an institution which is on the quarter system, it must be recognized that three quarter units are equivalent to two semester units. Prerequisite science courses must have been taken within the last ten years at an accredited college or university in the United States. Introductory courses are not accepted for credit toward prerequisite course work. All applicants must show evidence of satisfactory completion of the following courses:

Biology (General) 2 semesters with lab (8 units)

Upper division science (3 units)

Chemistry: 2 semesters with lab (8 units)

Communication: 1 semester written (3 units), 1 semester speech (3 units)

Human Anatomy: 1 semester with lab (4 units)

Human Physiology: 1 semester with lab (4 units)

Physics: 2 semesters with lab (8 units)

Psychology: 3 semesters (9 units): general, two elective

Statistics: 1 semester (3 units)

Recommended (not required):

Computer Science/Literacy

Critical Thinking

Ethics

Gerontology

Kinesiology

Motor Learning/Development

All courses must be completed by the summer prior to enrollment in the program.

Admissions decisions are made on a rolling basis.

The Physical Therapy Admission Committee retains discretionary authority in the application of all the criteria for admission and their decision is final. Applicants for admission are considered on the basis of the qualifications of each student without regard for race, religion, sex, age, national or state origin. Individuals who have received their Baccalaureate degree outside of the United States must have their credentials and transcripts evaluated by a recognized credential evaluation

agency before the application for admission to the DPT degree program will be considered.

Clinical facilities in the clinical portion of the curriculum are utilized throughout California and the United States.

DPT Financial Arrangements

Students are responsible for the financing of their education. Information and assistance is available and should be directly requested from the Office of Student Financing. For the tuition expenses for the DPT program, see the tuition expense section at the beginning of this catalog, or on the College website at www.msmc.la.edu.

Requirements for the Professional Program

The Doctor of Physical Therapy program offers the student an entry-level professional degree. In order to progress in the curriculum, students must achieve letter grades of "C" or better in each didactic course and letter grades of "A" or "B" in all clinical affiliations. A letter grade of "C-" or "D" in one course or "NC" in a long-term clinical affiliation results in suspension from the program until the course is repeated and a letter grade of "C" or higher, or "A" or "B", in a clinical course is achieved. Two letter grades of "C-", "D" or "NC", or one "F" results in dismissal /disqualification from the program. If student performance in a clinical setting is deemed unsatisfactory or unsafe according to the standards of the facility, the College, the accrediting agency, or the state, the student may be suspended or disqualified from the program. In addition to passing each didactic course with a "C" or better,

and clinical course with an "A" or "B", students must maintain a cumulative average GPA of 3.0 or better in order to remain in the program. A cumulative GPA of less than 3.0 in any given semester will result in being placed on academic probation. In order to remain in the program and be reinstated to regular academic standing, the student must achieve a 3.0 semester GPA in each of the next two semesters. Students will receive notice of academic probation from the Graduate Dean and/or the Department Chair. Additional information regarding Department Policies and Procedures are available on the Mount St. Mary's website. Before enrollment and prior to each clinical practicum/affiliation/internship, evidence of acceptable health status must be on record with Student Health Services. This includes but is not limited to tuberculosis screening, current immunization and a physical examination. Students must also fulfill any additional clinical site specific requirements including, but not limited to, background checks and drug screening. Students are responsible for their own housing and transportation. During all clinical aspects of the program, students are required to carry health insurance and malpractice insurance.

DPT Curriculum: Design

The curriculum is a sequential 3-year, 9-semester design based on a foundation of hierarchical and adult learning theory. The curriculum design incorporates values, content, and process components. In the domain of values, six values serve as a core for the program and are based on the mission and philosophy of the College and department. These values are compassion, communication,

collaboration, community, critical thinking and competence (including professionalism).

Seven themes serve as the conceptual framework around which the curriculum is organized. They are Foundational and Basic Sciences, Medical Sciences, Critical Thinking/Research, Patient/Client Management, Practice Management, Integration Seminar, and Clinical Experiences. The program design incorporates the presentation of foundational sciences prior to clinical application; the appreciation of "normal" prior to learning "pathological;" a hierarchical organization that progresses content and process presentation from simple material to more complex content and skill application, and from the cognitive processing domains of knowledge and comprehension to application, analysis, synthesis and evaluation. There is also an interweaving of progressively more complex clinical experiences with didactic learning within and outside of the classroom environment; and a consistent integration of learning (current and prior) through intentional learning activities and experiences. The program includes a total of 38 weeks of clinical experiences, culminating with a 10- and 12- week clinical internship.

Physical Therapy Courses

Foundational and Basic Sciences Courses

PT 401 Gross Anatomy (6)

This course is the integrated study of the gross, surface, and microscopic anatomy of the human body including the integumentary, nervous, musculoskeletal, circulatory, digestive, metabolic, respiratory, endocrine, and urogenital systems.

PT 402 Biomechanics (3)

This course provides a survey of various topics in the biomechanics of the human musculoskeletal system, with particular emphasis on understanding mechanics as applied to human movement and musculoskeletal tissue function, and the application of biomechanical principles to patient problems. The course covers three broad content areas: (1) basic biomechanical principles, (2) tissue mechanics, and (3) kinesiology and specific biomechanics of the spine and joints of the upper extremity.

PT 403 Applied Kinesiology (3)

This course in applied kinesiology utilizes the principles of biomechanics and movement science to study clinically relevant examples of common human movements. The clinically oriented approach taken in this course includes consideration of both functional and dysfunctional movements using a lifespan perspective. Topics include the applied kinesiology of human posture, gait, and specific movements such as lifting, jumping, throwing, kicking.

PT 404 Applied Exercise Science (2)

This course includes the study of muscle, nerve, and cardio-respiratory physiology as they relate to exercise performance, conditioning, deconditioning, nutrition, and the rehabilitation of disorders involving the neuromuscular, cardiovascular, pulmonary, and endocrine systems.

PT 406 Lifespan Development (2)

This course examines normal growth and development across the human lifespan. The best evidence from multiple scientific disciplines will be used to explore many aspects of human development.

PT 407 Neuroscience (3)

This course is designed to give an in-depth introduction and overview to neuroanatomy, neurodevelopment, neurological function, neuropharmacology, and neurophysiology. This course provides a basis for understanding clinical manifestations seen in neurological disorders.

Medical Sciences Courses**PT 410 Pathology/Medical Science: General Systems (2)**

This course introduces concepts of tissue- and system-specific pathology and disease commonly encountered in patients/clients who receive physical therapy. Course content focuses on the mechanisms, types and processes of tissue injury and repair in major physiologic systems excluding musculoskeletal, cardiopulmonary, and neurological systems which will be addressed in later semesters.

PT 411A Pathology/Medical Science: Musculoskeletal (2)

This course is focused on the study of regional, tissue specific and system-specific pathology and disease commonly encountered in patients/clients who receive physical therapy in an orthopedic setting.

PT 411B Pharmacology/Diagnostic Techniques: Musculoskeletal (1.5)

The first component of this course focuses on pharmacology as it impacts the practice of orthopedic physical therapy. The second component of this course will serve as an introduction to a variety of diagnostic technologies commonly used in the diagnosis and medical management of patients with neuromusculoskeletal dysfunction.

PT 412 Pathology/Pharmacology/Diagnostic Techniques: Neuromuscular (3)

This course integrates the following components in the study of patients with neurologic injury and impairment: the pathological processes that result in neurologic injury and impairment; the use of pharmacological agents in the medical management of neurologic patient problems as it impacts the practice of neurologic physical therapy; and the diagnostic technologies commonly used in the diagnosis and medical management of patients with nervous system pathology and dysfunction.

PT 413 Pathology/Pharmacology/Diagnostic Technique: Cardiopulmonary (3)

This course integrates the study of pathologies affecting the cardiac and pulmonary systems, their diagnosis, pathophysiological effects, and clinical manifestations with the study of the various diagnostic tests, and the significance of their results in the diagnosis and prognosis of cardiovascular and pulmonary disorders. It also includes the pharmacological treatment of these disorders, as well as the indications, contraindications, and potential drug

interactions which the physical therapist should be aware of in the treatment of these patients.

PT 415 Specialty Practices in Physical Therapy (2)

This course consists of lecture and laboratory components and is designed to prepare students to safely, legally, ethically, and appropriately evaluate and treat patients in niche practices in physical therapy. This may include treatment of the integumentary system/wound care, women's health and the management of patients with chronic pain. Note: this course is spread over two semesters – Spring II and Fall III

Practice Management Courses

PT 431 Health Systems I: Introduction to Physical Therapy (2)

This course is an introduction to physical therapy including history, professional issues and development, the Guide to Physical Therapy practice, enablement/disablement models and written documentation.

PT 432 Health Systems II: Organizational Management (2)

This course is a review of organizational socialization, organizational learning and organizational behavior with an emphasis on the management of change in physical therapist practice.

PT 433 Health Systems III: Payment Policy (1)

An overview of the various methods of health care reimbursement in the United States. Also includes methods for determining an appropriate fee schedule, developing a fiscally sound budget, effective documentation techniques for optimum reimbursement, and a discussion of current legislation affecting health care reimbursement.

PT 434 Health Systems IV: Law and Policy (2)

An overview of health care policy in the United States, health policy legislation and the role of the physical therapist and a thorough exploration of physical therapist practice and the California rules and regulations.

PT 435 Health Systems V: Medical Ethics (2)

This course will explore ethical issues in health care with the focus on the development of skills for ethical decision making in physical therapist practice.

PT 436 Health Systems VI:

Entrepreneurialism (1)

This final course in the Health Systems Series considers professional development as a life-long activity and addresses the entrepreneurial, marketing and service aspects of physical therapist practice.

Integrative Seminar Courses

PT 441 Integrative Seminar I (1)

PT 442 Integrative Seminar II (1)

PT 444 Integrative Seminar III (1)

The Integrative Seminars are a series of three courses, designed to provide for students' situated or contextual learning experience within the academic curriculum, in which to develop clinical reasoning skills and prepare students for practice in the clinical environment before they get there. The Integrative Seminars promote application and integration of newly acquired knowledge (propositional and non-propositional) with previously learned knowledge/experience, within a clinical reasoning framework. Examples of the types of knowledge/skills that will be integrated are basic sciences, research and evidence-based practice principles, biomedical knowledge, clinical skills, kinesthetic/motor skills, and observation skills, communication skills, collaboration skills, and self-evaluative skills.

Patient/Client Management Courses

PT 461 Physical Therapist as Educator (1)

Introduction to learning theory and its application to physical therapist practice, including patient/client management, health behavior change, education and consultation.

PT 462A Health Care Procedures I (2)

Introduction to basic physical therapy examination procedures utilized in patient care. This course focuses on development of foundational psychomotor skills needed to gather the necessary and appropriate information for physical therapy examination including tests and measures.

PT 462B Health Care Procedures II (2)

Introduction to basic healthcare procedures utilized in physical therapy patient care. This course focuses on development of foundational clinical skills required for physical therapy examination and interventions.

PT 463A Therapeutic Interactions I (2)

This first of a series of three lecture/laboratory courses is an experiential opportunity for the

student to develop, practice and apply techniques and principles of all phases of effective communication. The course is oriented toward learning about one's self and will provide opportunities for developing self-reflective skills and awareness of one's presentation, and communication strengths and areas for improvement, in the context of developing effective patient and peer relationships as a practicing physical therapist.

PT 463B Therapeutic Interactions II (1)

The second of the communications series concentrates on the relationship of self to and with others as revealed and experienced in everyday professional and personal encounters. It explores the role of team member and the interrelated responsibilities of team leadership and team participation.

PT 463C Therapeutic Interactions III (2)

This final course in the communications series explores the various roles of the physical therapist in the context of communication skills in the domains of both health (prevention and wellness) and illness (including chronic illnesses and disability).

PT 465 Therapeutic Modalities (3)

This course consists of lecture and laboratory components and is designed to prepare students to safely, legally, ethically, and appropriately apply physical agents and modalities such as heat, cold, light, sound, water, wrapping/taping, mechanical compression, and mechanical traction as components of physical therapy intervention. Also included are principles of electrophysiologic evaluation and electrotherapy, and soft-tissue assessment, massage, and soft-tissue mobilization.

PT 466A Therapeutic Exercise (2)

This is the first of two courses devoted to developing skills in therapeutic exercise in physical therapy. In this course, emphasis is placed on developing clinical reasoning skills for the implementation of therapeutic exercise in the management of patients/clients with a variety of underlying neuromuscular and musculoskeletal pathological presentations. The course utilizes lecture, laboratory, case study, and small group components to assist with identifying deficits at the Body Structure & Function as well as at the Activity Levels in order to prescribe appropriate therapeutic exercise interventions. Students will learn to use interventions to assist patients/clients in regaining optimal function.

PT 466B Therapeutic Exercise (1.5)

This is the second of two courses devoted to developing skills in therapeutic exercise in physical therapy. In this course emphasis is placed on developing clinical reasoning skills for the implementation of therapeutic exercise in the management of patients/clients with neurological conditions. Course content includes strength and endurance training in neurological populations, neuromuscular electrical stimulation for neurologically involved patients, and functional strengthening using Proprioceptive Neuromuscular Facilitation and bands, balls and other equipment for those with neurological impairment.

PT 467 Prosthetics/Orthotics (3)

Part I - Introduction to Normal and Pathologic Gait including biomechanical analysis of Normal vs. Pathologic Gait. Part II - Introduction to spinal, lower extremity, and upper extremity orthotics. discussion of various orthotic components, devices, and their applications, and their effects on gait. Assessment for orthotic candidacy. Part III - Introduction to the principles and use of upper and lower extremity prosthetic devices, their components and application; the biomechanical analysis of normal vs. pathologic prosthetic gait; and therapeutic requirements for rehabilitation and reintegration of this unique patient population.

PT 468 Complementary Health Practices (1)

This course is designed to introduce the participants to adjunct therapies in how they enhance and complement conventional rehabilitation. Students will learn how to differentiate which techniques may be beneficial for the given population. This coursework may include an introduction to the theories of: CranioSacral Release Techniques, Acupuncture, Qi Gong, Visceral Therapy, and IMT (integrated manual therapy), Pilates and Yoga.

PT 471A Patient/Client Management: Musculoskeletal I (3)

This course is the first in a series of three courses on management by the physical therapist for patients with orthopedic dysfunction for all body regions. Each element of patient/client management will be considered throughout the course, including examination, evaluation, diagnosis, prognosis, intervention, and outcomes. Clinical reasoning and decision making within orthopedics will also be highlighted. This first course consists of lecture

and laboratory components and focuses on introduction to foundational concepts with application to lower quarter body regions

PT 471B Patient/Client Management: Musculoskeletal II (3)

This course is the second in a series of three courses on management by the physical therapist for patients with orthopedic dysfunction for all body regions. This second course consists of lecture and laboratory components and focuses on solidifying the knowledge of foundational concepts introduced during the first course (PT 471A), with application to upper quarter body regions. As the course progresses, student performance expectations will demonstrate higher levels of application, analysis, and synthesis of course content.

PT 471C Patient/Client Management: Musculoskeletal (Advanced) (3)

A lecture and laboratory course designed to facilitate the student in the application and expansion of concepts and skills acquired previously within the orthopedic curriculum and within the other patient/client management components of the curriculum. Within a strong clinical reasoning and decision making framework, students will evaluate and plan intervention strategies for more complex orthopedic patient problems, as well as for patients with primary orthopedic problems complicated by involvement of multiple other factors/systems.

PT 472A Patient/Client Management: Neuromuscular I (3)

This course is the first in a series of two courses on management by the physical therapist for patients with neurologic dysfunctions for the central and peripheral nervous systems. Each neurologic dysfunction presented will be considered in terms of examination, evaluation, diagnosis, prognosis, intervention and outcomes. The first course will focus on neurologic dysfunction resulting from lesions or pathology of the peripheral nervous system, spinal cord and brainstem.

PT 472B Patient/Client Management: Neuromuscular II (3)

This course is the second in a series of two courses on management by the physical therapist for patients with neurologic dysfunctions for the central and peripheral nervous systems. Each neurologic dysfunction presented will be considered in terms of examination, evaluation, diagnosis, prognosis,

intervention and outcomes. This course will focus on neurologic dysfunction resulting from lesions or pathology of the central nervous system and cranial nerves.

PT 472C Patient/Client Management: Neuromuscular (Advanced) (3)

A lecture and laboratory course designed to facilitate the student in the application and expansion of concepts and skills acquired previously within the neuro curriculum and within the other Patient/Client Management components of the curriculum. Within a strong clinical reasoning framework, students will evaluate and plan intervention strategies for more complex neurologic patient problems, as well as for patients with primary neurologic problems complicated by involvement of multiple other factors/systems.

PT 473 Patient/Client Management: Cardiopulmonary (3)

A detailed class on the evaluation, treatment, and implementation of therapeutic procedures for cardiac and pulmonary patients and other critically ill patients. Includes primary and secondary preventative measures and rehabilitation concepts.

PT 475 Patient/Client Management: Pediatric (2)

A lecture/laboratory course designed to provide the knowledge base and analytical skills necessary for physical therapy management of the pediatric population in diverse practice settings. Each element of patient/client management is considered including examination, evaluation, diagnosis, prognosis, intervention, and outcome. The course is taught within a strong clinical reasoning and decision making framework which encourages integration of concepts and skills acquired previously within the curriculum.

PT 476 Patient/Client Management: Geriatric (2)

This course focuses on complex assessment and management of aging older adults. The student is exposed to advanced applied science of normal and pathological aging, clinical problems, implications for therapeutic interventions, and intrinsic and extrinsic risk factors impacting older adults' lifespan in order to promote optimal care, functional outcomes, and wellness prevention for older adults.

PT 477 Patient/Client Management: Medical Screening (2)

This course focuses on the roles and responsibilities of the physical therapist in screening for medical disease and employing strategies to communicate with other health professions. Students will explore in greater depth the medical screening process associated with pathology of multisystem involvement (i.e., abdominal, cardiopulmonary, integumentary, neurologic, orthopedic, and general systems).

Clinical Experience Courses**PT 481 Clinical Practicum I (0.5)**

This course introduces the students to the responsibilities of clinical practice. Students may find themselves in a variety of settings with the aim of initiating practice of basic patient handling skills, as well as developing professional behaviors and socialization under the supervision of a licensed physical therapist.

PT 482 Clinical Practicum II (0.5)

This course continues the student's participation in clinical practice. The primary focus will be the development of professional behaviors. The student will begin developing examination, evaluation and intervention skills while under the supervision of a licensed physical therapist. This requirement might be fulfilled through a service-learning opportunity.

PT 483 Clinical Affiliation I (3)

This course is the first of four long-term clinical affiliations designed to develop student clinical competencies in a variety of clinical settings with diverse patients. The student will examine, evaluate, diagnose, prognose and design/implement physical therapy interventions for patients with primarily straightforward and/or single system involvement while under the supervision of a licensed physical therapist. PT 483 will provide students the opportunity to develop skills directly impacting patient outcomes and professional behaviors.

PT 485 Clinical Affiliation II (3)

This is the second of four long-term clinical affiliations designed to develop the clinical competence of students in a variety of clinical settings with diverse patients. The student will examine, evaluate, diagnose, prognose, and design/implement physical therapy interventions for patients with increasingly complex presentations while under the supervision of a licensed physical therapist. In

addition, students will expand their experience with multi-disciplinary interactions, administrative responsibilities and professional duties that are unique to this patient population.

PT 487 Final Internship I (6)

This 12-week internship is the third of four affiliations and is designed to develop the clinical competence of the student for generalist physical therapist practice. The setting selected is coordinated with the setting of the Final Internship II and the two prior full-time affiliations (PT 483 and 485) to ensure the student has the appropriate complement of clinical settings and patient diagnoses. The student will examine, evaluate, diagnose, prognose and design/implement physical therapy interventions for patients with complex and/or multiple system involvement while under the supervision of a licensed physical therapist. The student will also develop skills in professional and practice management.

PT 488 Final Internship II (6)

This 12-week internship is the final of four clinical affiliations designed to develop the clinical competence of the student for generalist physical therapist practice. The setting this semester will be chosen with input from the student to complement the previous assignments within the scope of physical therapy practice. The student will examine, evaluate, diagnose, prognose, and design/implement physical therapy interventions for patients with complex and/or multiple system involvement while under the supervision of a licensed physical therapist. The students will also develop skills in professional and practice management.

PT 489 Repeat Affiliation

This course is utilized for repeating any long term affiliation or internship where the student withdrew or received a grade of "NC." This course may be utilized only once during the course of the program. The number of units is determined by the number of weeks of clinical affiliation a student needs to repeat. Determined by department.

Critical Thinking/Research Courses**PT 490 Research I: Foundational Concepts of Research (1)**

The first course in this series of seven research courses focuses on defining evidence for physical therapy practice, including the development of skills necessary to incorporate

research evidence into clinical practice. Included in this process is asking specific questions which can be answered with evidence acquired via searching scholarly databases. Also included in this course is an introduction to research designs.

PT 491 Research II: Research Design and Statistics (1)

The second course in this series of seven research courses focuses on the development of skills necessary to understand quantitative research design and analysis. Students will learn to recognize the application of quantitative research to studying issues related to physical therapy and gain perspective on the limitations and appropriate use of quantitative research methods.

PT 492 Research III: Evidence Based Practice (1)

The third course in this series of seven research courses focuses on the development of skills necessary to incorporate evidence (clinical judgment, research literature and patient values) into clinical practice. Students will learn to recognize the strengths and limitations of clinical research, professional opinion and patient preferences in the practice of physical therapy.

PT 493 Research IV: Survey and Outcomes Research (1)

The fourth course in this series of seven research courses will introduce the students to the use of survey and outcomes research in physical therapy and rehabilitation. Students will learn the importance of these research methodologies in decision making/planning in a clinical and research setting.

PT 494 Scientific Writing (1)

Scientific Writing focuses on the skills required to produce a well-written scientific paper. Emphasis is on critical analysis and clear communication of information relevant to physical therapy practice utilizing AMA format.

PT 495A Research V: Research Development A (1)

These two courses provide students the opportunity to design, implement and analyze research protocols to assess tests, measures, and interventions utilized in physical therapy practice while students are in the classroom setting.

PT 495B Research VI: Research Development B (1)

These two courses provide students the opportunity to design, implement and analyze research protocols to assess tests, measures, and interventions utilized in physical therapy practice while students are in the classroom setting.

PT 495C Research VII: Capstone Project (1)

This course focuses on the synthesis and application of research to patient cases during the final clinical internships.

PT 498 Advanced Clinical Experience (0)

This course provides the opportunity for students currently enrolled in the Doctor of Physical Therapy Program whose academic performance meets certain requirements to:

1. pursue advanced training in specific areas of clinical practice or
2. participate in additional opportunities for clinical practice

PT 499 Independent Study (1)

Physics

Departmental Affiliation: Physical Science and Mathematics

PHY 1A Introductory Physics IA (4)

Lecture, three hours; discussion, one hour. An algebra-based physics course covering statics, dynamics, and an introduction to electricity. *Prerequisite:* Two years of high school mathematics and a satisfactory performance on the Mathematics Placement Examination or completion of MTH 1 with a grade of C- or better. GS-IIIID, VIIB

PHY 1B Introductory Physics IB (3)

Lecture, three hours. Continuation of PHY 1A: electricity, magnetism, optics, and an introduction to modern physics. *Prerequisite:* C- or better in PHY 1A. GS-VIIB

PHY 1BL Introductory Physics Laboratory (1)

Experiments in mechanics, electric fields, circuits, optics, radioactivity. Emphasis is placed on quantitative analysis of data. *Prerequisite:* Grade of C- or better in PHY 1A (or PHY 11A) and concurrent enrollment in PHY 1B (or PHY 11B) or completion of PHY 1B (or 11B) with a grade of C- or better.

PHY 5 Selected Topics in Physics (1-3)

Prerequisite: Consent of the Department.

PHY 11A Mechanics (4)

Lecture, three hours; discussion, one hour. A calculus-based physics course covering the statics and dynamics of particles, gravitation, potentials and fields, and fluid mechanics. *Prerequisite:* A calculus course, concurrent enrollment in MTH 5A, or consent of instructor. GS-IIIID, VIIB

PHY 11B Electricity, Magnetism, and Optics (3)

Lecture, three hours. A calculus-based physics course covering electric and magnetic fields, circuit theory, and optics. *Prerequisite:* PHY 11A or consent of instructor. GS-VIIB

Political Science

DEPARTMENT AFFILIATION: HISTORY AND POLITICAL SCIENCE

The student who specializes in Political Science investigates issues and topics relating to the following subfields within the discipline: political theory, international relations, American politics and institution, comparative politics, and public policy. Students who major in Political Science analyze political processes, behavior, systems, and institutions. Through the mastery of disciplinary methods, students are trained to explain and predict political phenomena and integrate theoretical traditions within the subfields of the discipline. A maximum choice is allowed so that the course of study can be designed according to the primary interests of the student.

Political Science B.A. Degree (or Major)

Required Courses

Lower Division: 6 units

POL 1	American Government and Institutions	(3)
POL 2	Introduction to World Politics	(3)

Upper Division:

POL	101 Research Methodology	(3)
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At least one upper division course from each of the following subfields: American Politics; International Relations; and Political Theory. (9)

Six additional upper division courses in Political Science (18)

Total units in Political Science for the major: 36

Plus General Studies requirements, and electives totaling 124 semester units.

Political Science Minor

Students wishing to minor in Political Science are required to take POL 1 or 2 and five additional Political Science courses.

To declare a minor in Political Science, a student must take at least 5 approved courses from Mount St. Mary's College.

Total units in Political Science for the minor: 18

Pre-Law Minor

Department Affiliation: History and Political Science

The Pre-Law Minor is designed to prepare students for law school and emphasizes the analytical, oral, and written skills requisite to the study of law. Early identification of an interest in law enables the student to approach the rigorous demands of both legal study and that of the legal profession more efficiently and effectively. It is essential that the student and the Director of the Pre-Law Minor collaborate in the process of selecting elective courses within the minor that will best prepare the individual student. The minor requires a minimum of six upper division courses (18 units).

Prerequisites: 9 units

POL 1	American Government	(3)
PHI 10	Critical Thinking	(3)

BUS 5/ POL 5	Business Law	(3)
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Required upper division courses:

POL 103	Legal Reasoning	(3)
POL 108	Constitutional Law	(3)

Plus four upper division elective courses from among the following:

Business Law:

BUS/POL 105	Business Law II	(3)
BUS/POL 106	Real Estate Law	((3)

Civil Rights/Advocacy:

POL 102	Women and the Law	(3)
POL 109	Individual Rights	(3)
POL 133	Mock Trial	(3)
POL 134	Moot Court	(3)
POL 138	International Law	(3)
POL 176	Public Policy	(3)
POL 180	State and Local Government	(3)
POL 188	Administrative Law	(3)

Criminal Law:

POL 107	Criminal Law	(3)
SOC 109	Forensics Studies: Criminalistics	(3)
SOC 110	Deviant Behavior: Juvenile Delinquency	(3)
SOC 111	Deviant Behavior: Criminology	(3)

Theory and Process:

PHI 155	Symbolic Logic	(3)
PHI 165	Philosophy of Law	(3)
POL 120	Legislative Process	(3)
POL 121	Judicial Politics	(3)

Any upper division course approved by the Director of the Pre-Law Minor.

International Relations Minor**Department Affiliation: Political Science**

As a subfield of Political Science, International Relations (IR) is concerned with the political interactions between states, the formation and role of international institutions, and the impact of non-state actors in international politics. The minor is designed to provide students with a deeper understanding of relations between states and a broader understanding of governmental systems outside of the United States. Our International Relations students have travelled the world as part of their scholarship including trips to Namibia, South Africa, and El Salvador.

Courses regularly offered include: International Relations Theory; International Security;

North/South Relations; African Politics; Latin American Politics.

IR Minor Requirements:**A. Pre-requisites**

POL 2	Introduction to World Politics
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Upper division course requirements:

Students must take **POL 131 (3 units), plus 15 units** from sections B and/or C. Students may apply 3 units from section D (History) towards the IR minor.

B. Theory courses

POL 130	International Political Economy
or	
POL 142	International Conflict and Cooperation
POL 150	International Security

C. Policy Analysis/Regional Studies/Issue Areas (12 units)

POL 122	Middle East Politics
POL 123	African Politics
POL 124	Latin American Politics
POL 125	U.S. Foreign Policy
POL 126	Politics of Former Soviet Union
POL 128	Politics of Globalization and Interdependence
POL 132	Political and Economic Development
POL 135	Selected Problems in International Relations
POL 137	Ethnic Conflict and Civil War
POL 138	International Law
POL 140	North/South Relations
POL 143	Terrorism and Political Violence
POL 144	Politics of Europe and European Union
POL 145	Politics of South East Asia
POL 146	Military Politics
POL 147	Women and Development
POL 149	Comparative Foreign Policy
POL 151	Humanitarian Intervention
POL 154	U.S./Mexican Relations

D. World History

ECO 2	Macroeconomics
ECO 195	International Economics
ECO 112	World Economic History
HIS 113	History and Civilization of Spain
HIS 124	History of the Middle East
HIS 130	Colonial Latin America
HIS 147	Europe: The Age of Imperialism
HIS 150	Introduction to Asian History
HIS 151	History of Modern Japan
HIS 152	History of Modern China
HIS 154	History of Modern Mexico

Political Science Courses**POL 1 American Government and Institutions (3)**

This course examines the structure and procedures of American governmental institutions; the political principles upon which American democracy is based; and political participation in the United States. GS-IIIIG

POL 2 Introduction to World Politics (3)

An investigation of the concepts and techniques which enable the student to compare various political systems, focusing upon both traditional and innovative concepts such as power, ideology, policy and decision making, and issues of political and economic development. GS-IIIC or IIIF, VI

POL 5 Business Law (3)

An introduction to the development of legal principles for business activity, as found in common law, statutory laws, and the Uniform Commercial Code. Use of case studies for practical applications. Also see BUS 5. GS-IIIIG

POL 92 Plays and Politics (3)

A study of selected plays from antiquity to contemporary times in which the insights of the playwright and the conclusions of the political scientist are interrelated. A multidimensional and interdisciplinary approach is utilized. May be taken for upper division credit. See POL 192. GS-IIIIG,VI

POL 101 Research Method (3)

Examination of research and writing methods with an emphasis on skills in conducting political science research and preparing

research papers; working with statistical techniques and databases; and evaluating, citing and presenting evidence. GS VIIIB

POL 102 Women and the Law (3)

This course analyzes the relationship between gender and the law and how it has evolved over time. Students examine the landmark cases that have shaped women's rights in the United States and the works of leading legal scholars in the field. GS-IIIIG

POL 103 Legal Reasoning (3)

This course introduces students to the basic principles of legal reasoning. Students will learn to analyze cases and statutes, identify applicable law and apply law to a given set of facts. These skills will prepare students for the case analysis methodology used in law school and, more broadly, provide students with the insight that comes from approaching problems analytically. Legal Reasoning is required for all Pre-Law minors.

POL 105 Advanced Business Law (3)

Upper level study of business law. Applications to areas of agency, partnerships, corporate law, sales security transactions, and insurance. Also see BUS 106. GS-IIIIG

POL 106 Real Estate Law (3)

Business and legal aspects. Estates in land, purchase and sales contract, conveyances, mortgage and trust deed transactions, property taxes, landlord and tenant, wills and inheritance. Also see BUS 171. *Prerequisite:* BUS 5.

POL 107 Criminal Law (3)

An examination of the elements of the criminal law with emphasis on crimes against the person as well as crimes against property. The standard defenses will also be considered.

POL 108 U.S. Constitutional Law (3)

A study of the U.S. Constitution and Supreme Court decisions interpreting issues of separation of powers, judicial review, the Commerce Clause and the Tenth Amendment. *Prerequisite:* POL 1. GS-IIIIG (See HIS 179)

POL 109 Individual Rights (3)

A study of the U.S. Constitution and Supreme Court decisions with emphasis on the Bill of Rights as applied to both federal and state jurisdictions. *Prerequisite:* POL 1. GS-IIIC, IIIIG

POL 110 Political Behavior (3)

This course explores political behavior in the United States. Students will examine citizens'

participation in elections, issue advocacy and protest movements. The examination will include a comparison of political behavior and preferences among differing socio-economic groups, minorities and women.

POL 112 Healthcare Law and Policy (3)

This course examines federal and state law governing healthcare; analyzes competing policy preferences pertaining to healthcare; and explores the political implications of the development and implementation of healthcare law and policy. This course may be taken as upper division credit toward the Political Science major, and the Pre-Law minor. This course is cross-listed as HCP 112 and is required for the Healthcare Policy major.

POL 116 Democracy and Democratic Theory (3)

A critical examination of the major theorists of democracy in the twentieth century and preconditions of democratic government and society.

POL 117AB Political Theory (3,3)

An examination of the major theorists of political theory from antiquity to the middle of the nineteenth century. Special emphasis will be placed on the writings of such seminal figures such as Plato, Aristotle, Machiavelli, Hobbes, Locke and Rousseau. (See HIS 115 AB.) GS-III C

POL 118 U.S. Presidency (3)

This course examines the powers of the office of the President of the United States. Students will analyze the President's formal constitutional powers, informal powers of persuasion and the impact of the personal styles of those who have held the office. The role of White House staff, institutional resources, and the dynamic relationship between the President, Congress and the courts will be considered in determining the ability of Presidents to successfully achieve their political agendas and affect public policy.

POL 119 Concepts in Political Theory (3)

Selected concepts in political theory examined comprehensively and in depth.

POL 120 Legislative Process (3)

This course examines legislative process, organization and structure. Students will analyze committee structure, the impact of House and Senate rules, and the electoral motivations of the members of Congress. The role of constituents, interest groups, party politics and the dynamic relationship among the

branches of government will all be considered in assessing the law and policy making function of the U.S. Congress.

POL 121 Judicial Politics (3)

This course examines the role of the courts in U.S. government and politics. Students will explore the structure of the American judicial system, judicial processes, the nature of judicial decision-making and the increasingly contentious judicial appointment process. The relationship of the courts to the other branches of government will also be considered in determining the courts' impact on major substantive policy areas.

POL 122 Middle East Politics (3)

An analysis of political societies in the Middle East and of the many ways in which they were transformed into nation states. Issues addressed include nationalism, religious political activism, colonialism, regional conflicts, revolutions and the position of women.

POL 123 African Politics (3)

Provides an understanding of the historical, economic and social variables that shape modern African politics. Central themes will include nation-building and democratization, the international relations of Africa, issues of peace and security, and Africa's political economy.

POL 124 Latin American Politics (3)

A comparative analysis of Latin American political systems. Emphasis on the politics of development, the problems of leadership, the military in politics, legitimacy, and regime continuity.

POL 124A Politics of Central America (3)

A comparative analysis of the political and economic systems of Central America. Emphasis is placed on the area's ongoing struggle to build democratic political institutions, impact of U.S./Central American relations, and legacies of civil war and political violence.

POL 125 U.S. Foreign Policy (3)

An examination of the theories, process, and politics of U.S. Foreign Policy. Students will study the relative roles of U.S. institutions, and the legal and political questions related to the conduct of U.S. foreign policy. GS-III G

POL 126 Politics of the former Soviet Union (3)

An examination of the revolutionary origins, development, and dissolution of the Soviet Union followed by a discussion of the issues confronting Russia and the new republics. Issues include political and economic transformation, ideological transitions, and proliferation of weapons.

POL 128 Politics of Globalization and Interdependence (3)

An assessment of globalization and interdependence, and the challenges they pose to the governments of nation-states since the end of World War II. Topics include the global economy and trade; the challenges to national cultural identities and sovereignty; the role of technological advancements; and integration.

POL 130 International Political Economy (3)

Examines approaches to the international political economy (IPE) including the liberal, economic nationalist, and neo-Marxist perspectives. Topics include the Bretton Woods institutions (World Bank, IMF and GATT/WTO), international trade and development, foreign debt, poverty and global inequality.

POL 131 International Relations (3)

A general survey of the institutions, considerations, and ideologies involved in the formation and execution of foreign relations within a world context. Special attention is placed upon international agencies such as the United Nations and non-governmental organizations. GS-IIIG

POL 132 Political and Economic Development (3)

An analysis of the major explanations for underdevelopment and alternative strategies for development. Topics discussed include colonialism, nationalism, the Third World in the international system, state-building and political change, and gender perspectives on underdevelopment.

POL 133 Mock Trial (0-3)

This course will teach students the fundamental skills of trial advocacy. Students will receive training in case analysis and development, rules of evidence, and basic trial techniques. Students will participate in on campus competitions and, based on class performance, may be chosen to compete in intercollegiate mock trial competitions. *This course may be taken for 0, 1, 2, or 3 credits. Mock Trial and Moot Court may*

be repeated for up to a combined total of 12 units toward the Pre-Law minor. Three units may be counted toward the Political Science major. GS-IB

POL 134 Moot Court (0-3)

This course will teach students the fundamental skills of appellate advocacy. Students will receive training in case analysis and development, oral argumentation, and basic appellate techniques. Students will participate in on-campus competitions and, based on class performance, may be chosen to compete in intercollegiate moot court competitions. This course may be taken for 0, 1, 2, or 3 credits. Moot Court and Mock Trial may be repeated for up to a combined total of 12 units toward the Pre-Law minor. Three units may be counted toward the Political Science major. GS-IB

POL 135 International Organizations (0-3)

Examines the various ways in which international organizations are used to promote the domestic and global interests of international actors. Particular emphasis is placed on promotion and maintenance of world order with special attention to the United Nations. May be repeated for up to 6 units toward the IR minor and 3 units toward the Political Science major. GS-IB, IIIG

POL 136 Revolutions in World History (3)

This course focuses on the social, political, economic and ideological forces that promote and sustain political revolutions. Case studies may include the French, American, Russian and Chinese revolutions as well as revolutionary groups and individuals.

POL 137 Ethnic Conflict and Civil War (3)

Examines discord within multiethnic societies by analyzing how nationalist, racial, ethnic and/or religious identities serve as sources of internal conflict. Issues addressed include communalism, civil strife, systematic violence, and genocide. GS-IB, IIIG

POL 138 International Law (3)

This course examines the origins and evolution of international law. Special emphasis will be placed on the development of international law under the aegis of international organizations and through the promulgation of treaties and customary practice.

POL 140 North-South Relations (3)

Examines the political, social and economic issues that often create tensions between developing (South) and developed (North) countries. Issues include sustainable

development, foreign debt and investment, terms of trade, political hegemony and cultural relativism.

POL 142 International Conflict and Cooperation (3)

Focuses on the various types of international conflict and ways in which cooperation manifests in international politics. Topics include the management and prevention of conflict, regional and global conflicts throughout history and the causes of conflict.

POL 143 Terrorism and Political Violence (3)

A comparative analysis of the origins, purposes and types of terrorism and political violence throughout history and across regions. Topics include: terrorism and the media, female suicide bombers, state sponsored terrorism, and causes of political violence such as riots and road blocking.

POL 144 Politics of Europe and the European Union (3)

Analyzes the political, social and economic development of modern European nation-states and the evolution of the European Union. Topics include the political and economic integration of Europe since the end of World War II.

POL 145 Southeast Asian Politics (3)

Provides an understanding of the historical, economic and social variables that shape modern Southeast Asian countries including Indonesia, Malaysia, Vietnam, Singapore, Myanmar, Brunei, the Philippines, Thailand, Laos and Cambodia. Central themes include nation-building and democratization, peace and security, and political economy.

POL 146 Military in Politics (3)

Focus on relations between the military and politics. Emphasis on the varieties of military involvement in politics, cases of direct military intervention in political systems, and the consequences of military influence over political decisions.

POL 147 Women and Development (3)

Analyzes the impact of development policies on women in developing countries. Topics include the status of women in traditional societies, the gendered allocation of resources, and the informal economy.

POL 148 Refugees and International Migration (3)

Examines the politics of mass migration across state borders or within nation-states. Cases studied include forced relocation, refugees of war, and different forms of legal and illegal immigration including the international trafficking of persons.

POL 149 Comparative Foreign Policy (3)

Comparative study of foreign policy making in different political systems. Issues include economic, military and political relations among countries, and foreign policy actors such as heads of state and bureaucrats.

POL 150 International Security (3)

Analyzes the factors surrounding security studies in international relations. Topics include the spread of nuclear weapons and weapons of mass destruction, deterrence, arms races, the security dilemma, and domestic threats to global peace.

POL 151 Humanitarian Intervention (3)

An analysis of the issues that provoke humanitarian concerns such as civil strife, poverty, epidemics and famine. The development of norms of humanitarian intervention will be a focus of this course.

POL 152A Politics of Modern Japan (3)

An examination of the rapid transition of the feudal Japan of the Shogun to the modern technological state. This course will probe the events that brought changes in government, family, religion, education, industry, and foreign relations from 1600 to 1952. GS-IIIC

POL 152B Politics of Modern China (3)

An analysis of the political and economic development of Modern China. Personalities such as the Sun Yat-sen, Mao Tse Tung, and Deng Xiao Ping and others will provide insights into the evolution of the Chinese State. GS-IIIC

POL 153 Department Seminar (3)

This course is limited to juniors and seniors and provides an in-depth examination into a topic within political science. The course emphasizes research and writing skills and requires a major research paper. *Prerequisite: POL 101 Research Methods.*

POL 154 U.S./Mexican Relations (3)

This course examines the relevant actors, issues and political history of foreign policy and interactions between the United States and Mexico. Attention is given to current policy

topics of significance, e.g., drugs, immigration, security and trade.

POL 160 Civil Liberties

A critical study of the evolution of civil rights in the U.S.

POL 170 U.S. Party Politics (3)

The development, organization, and character of the American party system.

POL 171/171H Presidents and Personality (3)

An attempt to illuminate and characterize the contributions of American presidents to American politics by an examination of the writings of psycho-historians and others emphasizing psychological insights. GS-III G

POL 175ABCD Selected Topics in the American Political Structure (3,3,3,3)

Specific area will be announced in the term schedules. *Consent of instructor necessary for non-majors and non-minors.*

POL 176 Public Policy (3)

This course considers major public issues in American politics and introduces students to the policymaking process in the United States. This course examines the leading approaches and methodologies in the study of public policy, and the role of policymakers in agenda setting, policy formulation, and policy adoption.

POL 179 California Politics (3)

Examines the political, economic, institutional, and constitutional development of California. GS-III G

POL 180 State and Local Government (3)

This course examines state and local political systems in the United States. The course examines the structure of state and local government, the administrative procedures employed by these political entities, their relationship to the federal government, and the public policy outcomes resulting from state and local government action. The course includes consideration of the unique role of local governmental action to American political life. GS-III G

POL 185 Public Personnel Administration (3)

The process of formulating and administering public personnel policies; concepts and principles utilized in selected governmental personnel systems. Special emphasis on collective bargaining in public employment.

POL 186 Introduction to Public Administration (3)

The executive function in government; principles of administrative organization, personnel management, financial administration, administrative law; and problems and trends in government as a career.

POL 187 Organizational Theory and Governmental Management (3)

Organizational structure, human factors in organization, dynamics of organizational change, internal adaptability to external environment; problems, limitations, and trends in governmental organization and management.

POL 188 Administrative Law (3)

Introduction to administrative law and its impact on the American political and bureaucratic landscape. Regulatory agencies, procedural due process and their interface with vested and individual rights are the focal point for discussion on constitutional and legal precedents in a case study context.

POL 191 Internship (3)

Students in the Political Science and Healthcare Policy programs serve as interns working for local, state, national, and international government entities, non-governmental organizations, and interest groups. Work must involve issues related to Political Science or Healthcare Policy. Students must receive pre-approval of academic advisor.

POL 192 Plays and Politics (3)

A study of selected plays from antiquity to contemporary times in which the insights of the playwright and the conclusions of the political scientist are interrelated. A multidimensional and interdisciplinary approach is utilized. May be taken for lower division credit. GS-III G, VI

POL 193ABCD Selected Topics and Projects in Political Science (1-3)

Subject announced in term schedule.

POL 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

Pre-Health Science

ASSOCIATE IN ARTS DEGREE

The Pre-Health Science Program is designed for students who wish to pursue studies which prepare them for a healthcare or biological sciences related profession. The Pre-Health Science Program provides the student with the opportunity to take general studies requirements and preparatory courses for baccalaureate programs in Nursing, Biology, and related fields. The program is designed to provide the student the opportunity to consider career alternatives.

The program has two areas of emphasis: Pre-Health Science Biological Sciences and Pre-Health Science Nursing. Students need to select an emphasis prior to entering the program. Students completing the Pre-Health Science Program requirements will receive an Associate in Arts degree.

Pre-Health Science Associate in Arts Degree

Core Requirements

PSY 1	General Psychology	(3)
BIO 5	Life Science	(3)
BIO 50A/L	Human Anatomy /Lab	(4)
BIO 50B/L	Human Physiology/Lab	(4)
PHI		
or		(3)
RST		
PHS 1	Scientific Concepts	(3)
SPR 70	Careers in Health	(1)
SPE 10	Intro to Communication	(2)

Plus meet all the requirements for the A.A. Degree

Pre-Health Science: Biological Sciences Emphasis

The Biological Sciences emphasis is designed to prepare students for transfer into the Biological Sciences Major with a BS or BA degree, or Biological Science BA degree with Pre-Health Profession emphasis at Chalon.

AA students who qualify may choose to transfer to Chalon after their first year in the program and fulfill the Biological Science with BS, or BA degree in five years. Students who transfer prior to receiving their AA degree cannot request it retroactively.

Students may also choose to complete an AA Pre-Health Science with a Biological Science emphasis at Doheny in two years. If they then transfer to the Biological Science program at Chalon, the BS or BA degree will take four additional years (six years altogether).

Math Requirement for an AA Pre-Health Science with Biological Science emphasis: 6 – 12 units of MATH required depending on placement exam scores. (See your Advisor for more information)

Pre-Health Science: Nursing Emphasis

The Nursing emphasis is designed to prepare students for transfer into the Bachelor of Science degree - Major in Nursing (BSN) program on the Chalon campus. Admission to MSMC does not constitute admission to the Nursing program.

In addition to the courses required the A.A. Pre-Health Science: Nursing Emphasis, to be considered for admittance into the BS NUR program, students must also complete:

BIO 3/L Microbiology

SOC 1 Introduction to Sociology

PSY 1 Introduction to Psychology

PSY 12 Child/Human Development

Admission to the BSN program:

- Is determined by the Admissions Committee of the Nursing Department.
- To the sophomore level entry is considered for fall semester only.
- Is highly competitive. The BSN Admission Committee strongly suggests achieving a G.P.A. well above the minimum requirement.

Priority will be given to students who meet the required criteria and have completed two semesters at MSMC.

In order to be **eligible** for review, applicants must meet the criteria stated in the traditional BSN Program Admission Policy: Admissions Requirement.

Psychology

Contemporary psychology is an empirical science actively pursuing basic research and applications in school settings, the workplace, and the treatment of personal problems in private life. The curriculum for the psychology major consists of courses critically examining the basic theories, findings, and applications of psychological research. Training is geared toward preparing students for later advanced studies. In addition to the major, the College offers a minor in Psychology, and a Master of Science in Counseling Psychology, with specializations in Marriage and Family Therapy (MFT), General Counseling Psychology (GCP) or Mental Health Administration (MHA). Within the MFT program, the ¡Enlaces! Certificate is available for students who want advanced training in counseling the Spanish speaking client.

Psychology: Undergraduate

Mission Statement

The Psychology Department at Mount Saint Mary's College is teaching-oriented and student focused. Our goals for students, and our curriculum, reflect our concern that students have a broad knowledge base in psychology and strong research skills, as these are the foundations of any career relating to psychology. We value the ethical application of psychology in counseling settings, in the research laboratory, and as part of community service. The mission of the Psychology Department is to prepare our students to pursue advanced study, or to apply psychological knowledge in a variety of professions.

Psychology, Bachelor of Arts

Program Requirements for Psychology B.A.

It is recommended that psychology majors take MTH 1 or MTH 10 (GS-IIIIE) in preparation for PSY 40 Basic Statistical Methods.

In addition to fulfilling general studies requirements, all psychology majors are required to take the following courses:

Foundation Courses

PSY 1*	Introduction to Psychology (GS-IIIIF)	(3)
PSY 12	Child/Human Development (GS-IIIIF)	(3)
PSY 52	Biological Psychology (GS-IIIIF)	(3)
PSY 52L	Biological Psychology Lab	(1)

Methods Courses

PSY 40	Basic Statistical Methods (GS-VIIB, IIIE)	(3)
PSY 106	Basic Research Methods (GS-VIIA)	(3)
PSY 106L	Basic Research Methods Lab	(1)

Core Courses

PSY 125	Basic Communication Skills	(3)
PSY 132	Personality Theory	(3)
PSY 145	Social Psychology	(3)
PSY 168	Abnormal Psychology	(3)
PSY 134	Learning & Memory	(3)
OR		
PSY 160	Cognition & Perception	

Specialization Courses (15)

Total Units for Major: 47

**PSY 1 is a prerequisite to all other psychology courses.*

Psychology Major Specializations

Psychology majors must select a specialization. The specialization may be changed at any time with advisor authorization. The college program change form must be completed when selecting or changing a major specialization. Changes to the

requirements listed below can be made with the Department Chairperson's approval.

Applied Psychology Specialization

The specialization in applied psychology provides a broad foundation in psychology with an emphasis on how we can apply psychological knowledge to real world problems. Applied psychology encompasses, though is not limited to, educational, forensic, sports, health, industrial and organizational, school, clinical, and research psychology. Applied psychologists work in a variety of settings including for-profit or nonprofit organizations, local or federal governments, and educational organizations. Students in this specialization gain an overview of applied psychology, are free to explore areas in psychology of special interest with 9 elective upper division units, and will apply their learning through a psychology practicum of their choice.

Required Courses:

PSY 103	Applied Psychology	(3)
PSY 1XX	Elective Course	(3)
PSY 1XX	Elective Course	(3)
PSY 1XX	Elective Course	(3)

Select 1 Practicum from Below: (3)

PSY 124	Child & Adolescent Practicum
PSY 142	Industrial/Organizational Practicum
PSY 150	School Psychology
PSY 192	Counseling Practicum
PSY 193	Research Assistantship

Minors and double majors worth considering: American studies, art, biology, business administration, chemistry, child development, computer information science, computer programming, cultural studies, documentary film and social

justice, economics, English, French studies, gerontology, graphic design, history, liberal studies, mathematics, media communication, philosophy, political science, pre-law, religious studies, social work, social science, sociology, Spanish studies, women's studies.

Counseling/Clinical Psychology Specialization

The specialization in counseling/clinical psychology is designed for students interested in pursuing further education (masters or doctorate) in preparation for a career in counseling or clinical psychology. Students pursuing this track will receive applied training and fieldwork in an area of their choosing within a social services setting.

Required Courses:

PSY 155	Psychological Testing	(3)
PSY 172	Developmental Psychopathology	(3)
PSY 139	Child Abuse and Family Violence	(3)
PSY 192	Counseling Practicum	(3)

Select 1 of: (3)

PSY 165	Behavioral Psychopharmacology
PSY 188	Crisis Intervention
PSY 175	Human Sexuality
PSY 119	Alcohol and Substance Abuse
PSY 138	Nonprofit Management
PSY 120	Forensic Psychology
PSY 193	Research Assistantship

Minors and double majors worth considering: art, biology, business administration, child development, cultural studies, gerontology, history, religious studies, social work, sociology, Spanish studies, women's studies

Child and Adolescent Psychology Specialization

The specialization in child and adolescent psychology is designed for students interested in pursuing further education (masters or doctorate) in preparation for a career in counseling or clinical psychology focusing specifically on children and/or adolescents. Students pursuing this track will receive applied training and fieldwork in an area of their choosing within a social services setting working, focusing specifically on the needs of minors.

REQUIRED COURSES:

PSY 172	Developmental Psychopathology	(3)
PSY 139	Child Abuse and Family Violence	(3)
PSY 124	Child and Adolescent Psychology Practicum	(3)

Select 2 of:

(6)

PSY 155	Psychological Testing
PSY 113	Learning in Children and Adolescents Across Cultures
PSY 118	Interventions for Children with Disabilities
PSY 165	Behavioral Psychopharmacology
PSY 188	Crisis Intervention
PSY 175	Human Sexuality
PSY 119	Alcohol and Substance Abuse
PSY 138	Nonprofit Management
PSY 120	Forensic Psychology
PSY 193	Research Assistantship

Minors and double majors worth considering: art, biology, business administration, child development, cultural studies, history, religious studies, social work, sociology, Spanish studies, women's studies

Research Psychology Specialization

The specialization in research psychology is designed for students interested in pursuing further education (masters or doctorate) in a pure or applied research area of psychology (e.g., social, developmental, cognitive, neuroscience, educational, sports). These courses provide the opportunity for research experience needed for admission to most graduate programs. Electives allow students to select courses in the area of their research interest.

REQUIRED COURSES:

PSY 155	Psychological Testing	(3)
PSY 193	Research Assistantship	(3)
PSY 194	Advanced Research	(3)

Elective courses (upper division, selected in consultation with advisor)

PSY 1xx	(3)
PSY 1xx	(3)

Minors and double majors worth considering: computer information science, computer programming, mathematics, philosophy, and any major or minor related to the topic of research interest.

Psychology Major Suggested Sequence of Courses

The following is a model for completing the Psychology major in four years. Only Psychology courses are listed.

First Year

PSY 1	Introduction to Psychology	(3)
PSY 12	Child/Human Development	(3)

Second Year

PSY 40	Basic Statistical Methods	(3)
PSY 52	Biological Psychology	(3)
PSY 52L	Biological Psychology Lab	(1)
PSY 168	Abnormal Psychology	(3)

Third Year

PSY 106	Basic Research Methods	(3)
PSY 106L	Basic Research Methods Lab	(1)
PSY 125	Basic Communication Skills	(3)
PSY 132	Personality Theory	(3)
PSY 145	Social Psychology	(3)
PSY 134	Learning and Memory Processes	
or PSY 160	Cognition and Perception	(3)
PSY 1xx	Specialization Course	(3)

Fourth Year

PSY 1xx	Specialization Course	(3)
PSY 1xx	Specialization Course	(3)
PSY 1xx	Specialization Course	(3)
PSY 1xx	Practicum Course	(3)

Psychology B.A. Assessment Goals and Outcomes

Students earning the B.A. in psychology will achieve the following goals and outcomes:

Goals	Outcomes
<u>Disciplinary Content Knowledge</u> Be conversant with the major theoretical aspects of psychology and have a contextual understanding of human behavior.	1. Show proficiency in six major content areas in the discipline of psychology: developmental, social, personality, abnormal, cognitive, biological psychology.
<u>Communication</u> Communicate effectively in writing.	2. Compose a theoretically-based essay.
<u>Research Competence</u> Become a sophisticated consumer of scientific claims	3. Evaluate scientific claims in the popular media 4. Design a quality APA style research project 5. Apply and explain the logic of statistics

Counseling Skills

Demonstrate basic counseling skills

- 6. Demonstrate accurate listening skills.
Apply reflecting skills in response to prompts. Use probing questions effectively.
- 7. Distinguish subjective from objective observations of human behavior.

Career/Professional Knowledge and Attitudes, Professional Development

Understand the role of psychology in society, core elements of professional ethics, and career paths.

- 8. Demonstrate understanding of basic elements of professional ethics in research and counseling.
- 9. Define career paths and develop skills relevant to pursuing them.
- 10. Demonstrate interpersonal awareness and sensitivity to differences and similarities in the way people are treated due to gender, race, ethnicity, culture, class, and sexual orientation

Applied Psychology, Bachelor of Arts (Weekend College)

Program Requirements for Applied Psychology B.A.

The Applied Psychology B.A. program provides a foundation in psychology with an emphasis on how we can apply psychological knowledge to real world problems. Applied psychology encompasses, though is not limited to, educational, forensic, sports, health, industrial and organizational, school, clinical, and some fields of research psychology. Applied psychologists work in a variety of settings including for-profit or nonprofit organizations, local, state, or federal governments, and educational organizations.

Prerequisite Course: Required before taking any of the courses below.

PSY 1* Introduction to Psychology (GS-IIIIF) (3)

3 units

Required Primary Courses

PSY 103	Applied Psychology	(3)
PSY 102	Issues in Human Development	(3)
PSY 141	Applied Research Methods & Statistics	(3)
PSY 141L	Applied Research Methods Stats Lab	(1)
PSY 125	Basic Communication Skills	(3)
PSY 154	Applied Psychology Practicum	(3)

16 units

Required Secondary Courses

Five additional courses from the list below:

PSY 156	Personality & Adjustment	(3)
PSY 157	Brain & Behavior	(3)
PSY 158	Educational Psychology	(3)
PSY 168	Abnormal Psychology	(3)
PSY 122	Health Psychology	(3)
PSY 159	Social Psychology & Society	(3)
PSY 107	Positive Psychology	(3)

15 units

Required Elective Courses

15 units of any upper division Psychology courses

Applied Psychology B.A., Assessment Goals and Outcomes

Students earning the B.A. in applied psychology will achieve the following goals and outcomes:

Goals

Disciplinary Content Knowledge

Be conversant with the major theoretical aspects of psychology and have a contextual understanding of human behavior.

Outcomes

1. Show proficiency in five of eight major content areas in the discipline of psychology: applied, developmental, social, personality, abnormal, biological, educational, health, and positive psychology.

Communication

Communicate effectively in writing.

2. Compose a theoretically-based essay.

Research Competence

Become an informed consumer of scientific claims.

3. Evaluate scientific claims in the popular media

Counseling Skills

Demonstrate basic counseling skills.

4. Demonstrate accurate listening skills
5. Distinguish subjective from objective observations of human behavior.

Career/Professional Knowledge and Attitudes, Professional Development

Understand the role of psychology in society, core elements of professional ethics, and career paths.

6. Demonstrate understanding of basic elements of professional ethics in applied psychology contexts.
7. Define career paths and develop skills relevant to pursuing them.
8. Demonstrate interpersonal awareness and sensitivity to differences and similarities in the way people are treated due to gender, race, ethnicity, culture, class, and sexual orientation.

Undergraduate Psychology Policies

Majors must earn a grade of C (2.0) or higher in Psychology courses applied toward degree requirements. Grades of C- or lower must be repeated. Courses may only be repeated one time. The higher grade will be computed in the GPA.

Students must successfully complete with a grade of C or higher any prerequisites before being admitted to courses with listed prerequisites. This policy may only be waived with instructor consent.

Students must also complete General Studies requirements and electives for a total of 124 semester units, including

the Modern Language requirement. At least 15 upper division units must be completed in the MSMC Psychology program.

Students completing more than one specialization in the major may only double count 3 units across the specializations. Each specialization must have a unique practicum; the practicum courses may not double count across the specializations.

Psychology Minor

Requirements

A Psychology minor requires a minimum of 18 units selected in consultation with the Department Chair. At least four upper division courses with a grade of C or better are required. Three courses (9 units) must be completed in the MSMC Psychology program.

Counseling Psychology, Master of Science

Admission Requirements

Those applying for the master's degree in Counseling Psychology should have all of the following:

- A bachelor's degree or its equivalent from an accredited institution.
- A grade point average of at least 3.00 for undergraduate work.
- If the undergraduate degree is not in Psychology, applicants must take an Introductory Psychology course prior to entering the program.
- See other general requirements of the Graduate Division.

Degree Specializations

The master's degree in Counseling Psychology has three specializations, Marriage and Family Therapy, General Counseling Psychology and Mental Health Administration. Each specialization has in common the same 21 units of core courses typically taken in the first year. Below you will find a description of each specialization.

Marriage and Family Therapy (Minimum of 60 units required)

The master's degree in Counseling Psychology with a specialization in Marriage and Family Therapy will teach students to apply psychotherapeutic research and principles in the treatment of individuals, couples and families. The focus of the program is on clinical assessment, planning and implementation of treatment goals for those with emotional difficulties and distress. Students will learn the theories and ethical evidenced based practice of psychotherapy, to be

applied in a variety of treatment settings. The program meets academic requirements for those who seek the California Marriage and Family Therapy License or the Professional Clinical Counselor license. 225 face-to-face field work hours are required for the MFT license, whereas 280 face-to-face field work hours are required for the LPCC.

Core Courses (21 units)

PSY 227	Introduction to Counseling	(3)
PSY 202	Lifespan Development	(3)
PSY 268	Psychopathology	(3)
PSY 263	Counseling Law and Ethics	(3)
PSY 200	Applying Research to Practice	(3)
PSY 225	Counseling Theory	(3)
PSY 203	Multicultural Counseling	(3)

Counseling Courses (30 units)

PSY 236	Family Counseling	(3)
PSY 241	Couples Counseling	(3)
PSY 274	Child and Adolescent Counseling	(3)
PSY 234	Career Counseling	(3)
PSY 281	Community Mental Health	(3)
PSY 254	Crisis and Trauma	(3)
PSY 263	Addiction Counseling	(3)
PSY 230	Assessment	(3)
PSY 235	Group Dynamics	(3)
PSY 265	Psychopharmacology	(3)

Field Work (9 units)

PSY 269A	Counseling Practicum	(3)
PSY 269B	Advanced Counseling Practicum	(3)
PSY 269C	Professional Practices	(3)

(with a minimum of 225 face-to-face client contact hours for the MFT or 280 face-to-face hours for the LPCC acceptable to the BBS)

Oral Exam

PSY 298	Capstone Exam	(0)
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Students may take PSY 298 (Capstone Exam) a maximum of two times. The examination must be successfully completed by the end of the semester the student intends to graduate.

Electives (Available only to students who started the MFT program prior to August 2012)

If enrolled in the 50 unit MFT specialization, students must complete additional elective coursework. The number of elective units will be determined during consultation with the student's academic advisor. Students entering the MFT specialization after August 1, 2012 will be enrolled in the 60 unit curriculum and will have no electives as part of their coursework.

General Counseling Psychology (minimum of 36 units required)

The master's degree in Counseling Psychology with a specialization in General Counseling Psychology is a 36 unit program that explores counseling theories and topics, but does not have a field work requirement (and therefore does not prepare students for professional licensure). This specialization is designed for students who wish to earn a master's degree in this fascinating field, but are not interested in becoming licensed therapists.

The first year of coursework within the General Counseling Psychology specialization consists of required core classes. In addition to the core psychology coursework a total of 15 units will be completed in the second year. Students can choose to complete all additional coursework in the Graduate Psychology Program or a minimum of 9 units in Graduate Psychology Coursework and up to 6 units in MSMC Graduate Coursework from programs such as Humanities, Education, Business and Religious Studies. Individualized course plans will be tailored to each student through

consultations with an academic advisor.

Completion of this specialization does NOT lead to professional licensure.

Note: if you should ever decide to return for an MFT specialization after completion of the General Counseling Psychology specialization, you will only be allowed to transfer up to 6 units into the MFT specialization; the rest of the classes will need to be repeated.

Core Courses (21 units)

PSY 227	Introduction to Counseling	(3)
PSY 202	Lifespan Development	(3)
PSY 268	Psychopathology	(3)
PSY 263	Counseling Law and Ethics	(3)
PSY 200	Applying Research to Practice	(3)
PSY 225	Counseling Theories	(3)
PSY 203	Multicultural Counseling	(3)

Elective Courses (15 units)

PSY 2xx	(3)
PSY 2xx	(3)
PSY 2xx	(3)
	(3)
	(3)

Written Exam

PSY 291	Written Exam	(0)
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Students will complete PSY 291 (written examination) based upon their Graduate Psychology coursework. This exam may be taken a maximum of two times, and must be successfully completed by the end of the semester the student intends to graduate.

Mental Health Administration (minimum of 36 units required)

The master's degree in Counseling Psychology with a specialization in Mental Health Administration is a 36 unit program that prepares the graduate student to hold administrative positions in mental health organizations, to

provide leadership in the mental health community and to design programs of the future. The MHA specialization is designed for individuals who are already in the nonprofit and/or mental health sector and wish to advance their knowledge and career options by taking on greater leadership and administrative roles, but are not interested in becoming licensed counselors.

The first year of this two year graduate program includes 18 units of Counseling Psychology core courses. The remaining 18 units will include 12 units taught by the Graduate Business faculty (9 units in foundation classes and 3 units in nonprofit management) and the remaining 6 units are electives emphasizing leadership in the mental health field (e.g., grant writing, designing treatment programs, or community mental health).

Completion of this specialization does NOT lead to professional licensure.

Note: if you should ever decide to return for an MFT specialization after completion of the Mental Health Administration specialization, you will only be allowed to transfer up to 6 units into the MFT specialization; the rest of the classes will need to be repeated.

Core Courses (18 units)

PSY 227	Introduction to Counseling	(3)
PSY 268	Psychopathology	(3)
PSY 263	Counseling Law and Ethics	(3)
PSY 200	Applying Research to Practice	(3)
PSY 225	Counseling Theories	(3)
PSY 203	Multicultural Counseling	(3)

Business Courses (12 units)

BUS 201	Foundations of Business Economics	(1)
BUS 202	Essentials of Accounting	(2)

BUS 203	Essentials of Finance	(2)
BUS 204	Essentials of Business Law	(1)
BUS 205	Essentials of Management	(2)
BUS 206	Essentials of Marketing	(2)
BUS 247	Not-for-Profit Management	(3)

MHA Electives (6 units)

PSY XXX	(3)
PSY XXX	(3)

Written Exam

PSY 291	Written Exam	(0)
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Students will complete a written case study of a not-for-profit organization as their culminating written exam. This case study will be concurrent with the BUS 247 Not-for-Profit Management course.

Graduate Psychology Policies

Professional behavior is expected from MSMC students at all time. Students must abide by the ethical standards of the American Association of Marriage and Family Therapy and the California Association of Marriage and Family Therapists, all departmental and College policies, and the policies of any and all placement sites. If the expectations of the College or the placement site are not met, the student is subject to dismissal from the program.

Students who wish to change specializations within the Counseling Psychology Master's Degree Program may do so in consultation with their advisor and at the recommendation of the Director of the Graduate Psychology Program. Specific requirements to change specializations will be provided by the student's academic advisor.

Students enrolled in the master's programs at MSMC must maintain a 3.0 GPA. If they fall below this GPA, students are put on probation and given

one semester to bring their grades up to a 3.0. If this is not achieved, they will be dismissed from the program.

Students must earn the grade of B- or better in each course applied toward degree requirements. Courses may only be repeated one time. The higher grade will be computed in the GPA. If a student does not earn a B- or better upon repetition of the course, the student will be dismissed from the program.

All MFT students are required to join their state professional organization (CAMFT or AAMFT-CA) and obtain malpractice insurance during their fieldwork year.

Psychology M.S. Assessment Goals and Outcomes

Students earning the M.S. in psychology will achieve the following goals and outcomes:

Goals	Outcomes
<u>Clinical Evaluation</u> Students will demonstrate an ability to evaluate clients and asses crisis situations.	1. Clinical Evaluation: Student is able to conduct a thorough clinical evaluation including a case's presenting problem, psychosocial history, mental status exam and diagnosis. Crisis: Student demonstrates a thorough understanding of crisis and trauma and is able to manage crisis situations throughout the case.
<u>Treatment</u> Students will demonstrate an understanding of different theoretical orientations and counseling interventions.	3. Treatment Plan: Student will develop an intervention plan for a case using one theoretical orientation. 4. Treatment: Student provides a range of interventions as well as alternative interventions consistent with treatment plan and theory with a rationale.

Law and Ethics

Students will demonstrate knowledge of law and ethics in the field of counseling psychology

5. Ethics & Laws: Students demonstrate knowledge of professional code of ethics, confidentiality issues, the legal responsibility of counseling ethics, and liabilities of practice and research, familiarity with regional and federal laws as they relate to counseling.

Human Diversity

Students will demonstrate cultural competency and its application in a clinical setting.

6. Human Diversity: Student exhibits sensitivity to issues of human and cultural diversities when working in the field of counseling.

Research Competence

Students will demonstrate an ability to evaluate and apply research to the field of psychology.

7. Research Competence: Student demonstrates an ability to evaluate and apply research to a clinical case study.

Certificate Programs

¡ENLACES! Counseling the Spanish-Speaking Client :

This certificate prepares the student to work with the Spanish speaking community. Classes designated as ¡Enlaces! sections must be completed along with attendance at two Latino Behavioral Health Institute conferences, in addition to practicum experience working with Spanish speaking clients.

This certificate requires:

PSY 227	Introduction to Counseling (¡Enlaces !)	(3)
PSY 269A & B	Counseling Practicum (¡Enlaces !) Traineeship must include work with Spanish-speaking clients. Attendance at two Latino Behavioral Health Institutes in Los Angeles during September of each year.	(6)

Psychology Undergraduate Course Offerings

PSY 1 Introduction to Psychology (3)

This course is an introduction to the study of mental processes and behavior. The course will survey major concepts, research findings, and practical applications of current research. The course focuses on questions such as: How do people change and grow from infancy to adulthood? How do we learn and remember best? How does biology influence behavior? How do our senses help us to interpret the world? How does personality work? How do other people affect our behavior? What does it mean to be "abnormal"? GS-IIIIF

PSY 12 Child/Human Development (3)

Introduction to human development from conception to death. Covers major theories of psychological growth, interactions between heredity and environment, and the physical, cognitive, and social domains of development in childhood, adolescence, and adulthood. Focuses on concepts and issues important in prenatal development, thinking and social relationships in childhood and adolescence, effective parenting, and personal growth through the lifespan. *Prerequisite: PSY 1 (waived for qualified Liberal Studies majors and for Single Subject Credential students).* GS-IIIIF

PSY 13 Child Development (3)

Introduction to child development from conception to adolescence. Covers major theories of psychological growth, interactions between heredity and environment, and the physical, cognitive, and social domains of development in childhood and adolescence. Focuses on concepts and issues important in prenatal development, thinking and social relationships in childhood and adolescence, including effective parenting and personal growth. *Prerequisite: PSY 1 (waived for qualified Liberal Studies majors and for Single Subject Credential students).* This course does not meet the PSY 12 requirement for either the Psychology major or the Nursing major. GS-IIIIF

PSY 14 Adult Development (1)

A survey of the major psychological theories and milestones related to adult development. Course topics include developmental stages of adolescence, young adulthood, middle age and the process of advancing age. In combination with a previously completed course in child development, this course meets the life span

human development requirement of the MSMC Department of Nursing. *Prerequisite: PSY 12.*

PSY 36 Language and Literacy Development in the Young Child (3)

An in-depth study of the acquisition and development of language and emergent literacy from birth through age 8. Vygotsky's theory of cognitive development and its relationship to the language arts will be studied. Children's literature will be surveyed, with an emphasis on winners of the Caldecott Award. The course will encompass how to choose books and ways to integrate them into the preschool curriculum. *Prerequisite: PSY 12.*

PSY 40 Basic Statistical Methods (3)

Focus on applied descriptive and inferential statistical techniques as used in behavioral science research. Topics covered include properties of distributions, measures of central tendency, elementary probability theory, hypothesis testing, correlation, and analysis of variance. *Prerequisites: PSY 1 and satisfactory score on the Mathematics Placement Examination or completion of MTH 2X. MTH 1 or 10 recommended.* GS-IIIIE, VIIIB

PSY 52 Biological Psychology (3)

Critical survey of the structure and function of the nervous system. Topics include the neural control of sensory systems, hormonal systems, motor systems, learning, memory, emotions, and sleep. Particular emphasis is placed on recent advances in our knowledge of brain structure, neurotransmitter systems, neural development and plasticity, neuropharmacology, neuropathology, and psychopathology. *Prerequisites: PSY 1.* GS-IIIF

PSY 52L Biological Psychology Lab (1)

Required concurrent laboratory supplement to PSY 52. The laboratory provides the background in neuroanatomy necessary to understand basic principles of neural function. Emphasis is placed on learning to recognize gross and microscopic structures of the brain within a functional perspective. *Prerequisites: PSY 1.*

PSY 102 Issues in Human Development (3)

Introduction to human development from conception to death. Covers major theories of psychological growth, interactions between heredity and environment, and the physical, cognitive, and social domains of development in childhood, adolescence, and adulthood. Focuses on concepts and issues important in prenatal development, thinking and social

relationships in childhood and adolescence, effective parenting, and personal growth through the lifespan. *Prerequisite: PSY 1.*

PSY 103 Applied Psychology (3)

This course will introduce students to how psychologists and other practitioners apply basic psychological principles, knowledge, and research to address real world issues. This course will address questions like "What is applied psychology?" "What is the difference between basic and applied psychology?" "Where or in what capacity do applied psychologists work?" "What is evidence based practice?" and "How can we apply psychology to common 'everyday' situations?" *Prerequisites: PSY 1.*

PSY 106 Basic Research Methods (3)

Introduction to the scientific method and its use in answering questions about psychological phenomena. Covers each of the major steps in the research process, including formulation of hypotheses, choice of appropriate research designs, empirical testing of hypotheses with proper controls and regard for ethical issues, systematic analysis of data, and reporting of results in a scientific format. Must be taken concurrently with PSY 106L. *Prerequisite: PSY 40.* GS-VIIA

PSY 106L Basic Research Methods Lab (1)

Required laboratory supplement to PSY 106, which must be taken concurrently. The laboratory sessions provide structured practice in conducting psychological research. Students perform several simple studies on topics in different areas of psychology assigned by the instructor. The final laboratory report should demonstrate competence in formulating and testing hypotheses, as well as in reporting the results and their interpretation in the format specified by the American Psychological Association. *Prerequisite: PSY 40.*

PSY 107 Positive Psychology (3)

Survey of the research and applications of positive psychology, the study of the human strengths that contribute to personal and societal growth. Covers topics such as happiness, well-being, wellness, optimism, creativity, self-efficacy, pleasure, coping, empathy, attachment, compassion, prosocial behavior, and building positive environments. *Prerequisite: PSY 1.*

PSY 110 Gender Issues in Psychology (3)

Exploration of the psychological theories and research findings related to gender issues. Topics to be covered include gender role

development, gender differences in personality, and the analysis of social issues of gender and sexuality in the realms of society, politics, and culture. *Prerequisite: PSY 1.*

PSY 112 Careers and Observation in Child Development Settings (3)

Overview of the child development field and careers working with children under age 13 and their families. Each student will observe in a community child development setting for a minimum of 15 hours. Professional ethics and current issues in the field will be explored. *Prerequisites: PSY 12 and (EDU 32 or PSY 113).*

PSY 113 Learning in Children and Adolescents across Cultures (3)

This course examines how developmental, biological and cultural factors influence the ability and motivation to learn. Assignments and class discussions address the role of teachers, parents, and other adults in facilitating children's development in school contexts. Emphasis is placed on the interaction between cognitive performance and the total sociocultural environment in which the child and adolescent lives. *Prerequisite: PSY 12 GS-VI*

PSY 118 Interventions for Children with Disabilities (3)

This course will survey a variety of physical disabilities, as well as different levels of general cognitive functioning that identify children as qualifying for Special Education programming. The course will go on to investigate the current "best practices" strategies and interventions for the effective development of psycho-social, behavioral, and instructional integration of "exceptional children" into the least restrictive environment offered within the public education system. *Prerequisite: PSY 1.*

PSY 119 Alcohol and Substance Abuse (3)

This course reviews the historical, social, cultural, psychological, and behavioral factors associated with patterns of psychoactive substance use in the United States. As an introductory course designed to provide general knowledge and background about drugs and alcohol, the course examines the effects of substance use on human cognition, emotion, and behavior, examines models of abuse/addiction, and explores the application of both traditional and innovative models of prevention and treatment. The effects of alcohol and other substance use on society is also addressed. *Prerequisites: PSY 1.*

PSY 120 Forensic Psychology (3)

This course will survey the field of forensic psychology. Topics such as expert witness testimony, mandatory sentencing, criminal profiling, police misconduct, domestic violence, child custody, jury selection, sanity, ability to stand trial, risk assessment, death penalty, and public policy will be covered. *Prerequisites: PSY 1.*

PSY 121 Grief and Bereavement (3)

This courses exams the grief processes that take place within individuals and families as they experience loss in a sociocultural context. The course will address the nature and causes of grief, factors that facilitate and/or impede the ability to function after loss, different cultural perspectives on grief, and strategies for coping with loss. *Prerequisites: PSY 1.*

PSY 122 Health Psychology (3)

This course examines how biological, psychological, and social factors interact with and affect the efforts people make in promoting good health and preventing illness; the treatment people receive for medical problems; how effectively people cope with and reduce stress and pain; and the recovery, rehabilitation, and psychosocial adjustment of patients with serious health problems. *Prerequisites: PSY 1.*

PSY 124 Child and Adolescent Psychology Practicum (3)

Applied work enhancing a student's ability to use the principles of psychology in counseling or clinically-related settings, working with children and/or adolescents. Course includes weekly seminar oriented towards integrating experiences with theory. *Prerequisites: PSY 125, PSY 172, PSY 139.*

PSY 125 Basic Counseling Skills (3)

Survey of basic counseling skills, with emphasis on developing effective verbal and non-verbal communications. Stages and goals of the counseling process will be examined. Students will participate in demonstrations of basic counseling techniques (e.g., reflective listening, confrontation, demonstration of empathy). Course work will focus on practical applications of these skills. *Prerequisite: PSY 1.*

PSY 128 Adulthood and Aging (3)

Exploration of psychological factors of the process of aging. Focus will be on attitudes, values, motivations, and behavior as they are influenced by environmental and biological changes associated with aging. This course is conducted as a seminar and includes a

fieldwork component; visiting and evaluating various care facilities for the senior population. *Prerequisite: PSY 1, PSY 12.*

PSY 129 Motivation (3)

Comparison of the range, strengths and limitations of the prominent theories explaining high and low motivation. Explores common motivation problems and their effect on the individual and society. Motivation treatments are applied to a variety of contexts, including education, work, love and others. A critical analysis of the current applied motivation literature is emphasized. *Prerequisite: PSY 145.*

PSY 132 Personality Theory (3)

Comprehensive study of the major theories of personality (e.g., Psychoanalytic, Behavioral, Humanistic, Cognitive). The course will address development, structure and dynamics of personality, utilizing contemporary research. Survey of these theories highlights the origin of normal and pathological personality development. *Prerequisite: PSY 12.*

PSY 134 Learning and Memory Processes (3)

Explores the major forms of learning and memory processes common to human and non-human animals. Focuses on the most basic learning processes, particularly classical and instrumental conditioning, but also covers observational learning. Examines the essential features of memory processes as explained by information processing models. Particular attention is paid to applications of learning and memory theories in solving practical problems in normal and clinical situations. *Prerequisite: PSY 1, PSY 106/106L or consent of instructor.*

PSY 138 Managing Non-Profit Organizations (3)

This course will introduce non-business majors to managerial theories to lead non-profit organizations. The learning experience includes review of literature, class presentations and active sponsorship of service organizations. A service learning project integrates theory with practice, requiring team cooperation, planning and accountability. (Also BUS 139, GER 138, EDU 138c and SOC 138.)

PSY 139 Child Abuse and Family Violence (3)

A theoretical exploration of the causes, nature, and impact (physical, social and psychological) of the various forms of family violence as well as the methods used by counseling

professionals for intervention, remediation, and prevention. *Prerequisite: PSY 12*

PSY 141 Applied Research Methods & Statistics (3)

Introduction to the scientific method and its use in answering questions about psychological phenomena. Covers each of the major steps in the research process, including formulation of hypotheses, choice of appropriate research designs, empirical testing of hypotheses with proper controls and regard for ethical issues, systematic analysis of data, and reporting of results in a scientific format. Emphasis will be on reading, understanding, and critiquing research. Must be taken concurrently with PSY 141L. *Prerequisite: PSY 1.*

PSY 141L Applied Research Methods & Statistics Lab (1)

Required laboratory supplement to PSY 141, which must be taken concurrently. The laboratory sessions provide structured practice in conducting psychological research. Students perform simple studies assigned by the instructor. The final laboratory report should demonstrate competence in formulating and testing hypotheses, as well as in reporting the results and their interpretation in the format specified by the American Psychological Association. *Prerequisite: PSY 1.*

PSY 142 Industrial/Organizational Internship (3)

Applied work enhancing a student's ability to use the principles of psychology in an organizational setting. Course includes weekly seminar oriented towards integrating experiences with theory. *Prerequisites: PSY 125, PSY 148.*

PSY 143 Health Psychology Internship (3)

Applied work enhancing a student's ability to use the principles of psychology in a physical health-related setting. Course includes weekly seminar oriented towards integrating experiences with theory. *Prerequisites: PSY 122, PSY 125.*

PSY 144 Psychology of Prejudice (3)

Exploration of psychological factors involved in the development and maintenance of racism, sexism, ageism, and other manifestations of prejudice. Focuses on research of both individual and group behavior and includes consideration of techniques for combating prejudice in individuals, organizations, and society as a whole. *Prerequisite: PSY 1. Recommended: PSY 145. GS-VI*

PSY 145 Social Psychology (3)

Surveys the pervasive and invisible social forces acting upon individuals and the social aspects of human nature. Topics covered include the way we perceive others, the way others affect our perceptions of ourselves and our own behavior, persuasion, conformity, "mob" behavior, gender and ethnicity issues, attraction and aggression. *Prerequisite: PSY 1.*

PSY 148 Industrial/Organizational Psychology (3)

Introduction to the psychological relationship between individuals and their work places, particularly business settings. Focuses on the psychology of work and practical techniques in personnel selection, placement training, job appraisal, productivity enhancement, and assessment of consumer behavior.

PSY 150 School Psychology Practicum (3)

Applied work enhancing a student's ability to use the principles of psychology in an educational setting. Course includes weekly seminar oriented towards integrating experiences with theory. *Prerequisites: PSY 125, PSY 155.*

PSY 151 Divorce and Remarriage (3)

Examination of the short and long-term consequences of divorce on family members, focusing on exacerbating factors. Emphasis is on the role of psychologists and mediators in minimizing these effects. *Prerequisites: PSY 12 and consent of instructor.*

PSY 154 Applied Psychology Practicum (3)

Applied work enhancing a student's ability to use the principles of applied psychology in a real world setting. Course includes weekly seminar oriented towards integrating experiences with theory. *Prerequisite: PSY 103.*

PSY 155 Psychological Testing (3)

Introduction to the field of psychological testing, including an examination of history, theory, and construction of tests as well as a survey of principal individual and group tests of intelligence, personality, interest, and ability currently used in clinical and research settings. Special attention will be placed on the development of skills for evaluating the reliability, validity, and ethics of psychological tests and their applications. *Prerequisite: PSY 40*

PSY 156 Personality and Adjustment (3)

This course will examine the major theories of personality (e.g., Psychoanalytic, Behavioral, Humanistic, Cognitive), addressing the

development, structure, and dynamics of personality. Survey of these theories highlights the origin of normal and pathological personality development. Students will be able to explore their own personality development, learn how different personalities work well together or conflict, explore healthy and unhealthy adjustment options, and work toward tolerance for personality differences.

PSY 157 Brain and Behavior (3)

Critical survey of the structure and function of the nervous system. Topics include the neural control of sensory systems, hormonal systems, motor systems, learning, memory, emotions, and sleep. Particular emphasis is placed on how we can apply this knowledge to the real world (e.g., teaching and learning, mental health). *Prerequisites: PSY 1.*

PSY 158 Educational Psychology (3)

This course examines how developmental, biological and cultural factors influence the ability and motivation to learn. Assignments and class discussions address the role of teachers, parents, and other adults in facilitating children's development in school contexts. Emphasis is placed on the interaction between cognitive performance and the total sociocultural environment in which the child and adolescent lives. *Prerequisite: PSY 12.*

PSY 159 Social Psychology & Society (3)

Surveys the pervasive and invisible social forces acting upon individuals and the social aspects of human nature. Topics covered include the way we perceive others, the way others affect our perceptions of ourselves and our own behavior, persuasion, conformity, "mob" behavior, gender and ethnicity issues, attraction and aggression. Focuses on how social psychological theory is relevant for large scale problems in society. *Prerequisite: PSY 1.*

PSY 160 Cognition and Perception (3)

Surveys our current understanding of how the human mind acquires information about the environment and how it manipulates that information in both verbal and non-verbal form. The course will begin with an examination of the perceptual phenomena that relate to cognition. The course will then examine the cognitive processes involved in selective attention, perception, memory storage and retrieval, representation of knowledge, language comprehension and production, thought, and decision making. Stress is placed on understanding the relevance of cognitive research to practical problems in normal and

clinical situations. *Prerequisites: PSY 106 & 106L.*

PSY 165 Medical Treatments of Mental Illness (3)

The course is designed to introduce students to the psychopharmacological treatment of mental disorders. The course will emphasize integrating counseling and the use of medications with different populations. Additionally, socio-political issues associated with psychotropic medications will be explored. *Prerequisites: PSY 52 & 52L, PSY 168.*

PSY 167 Special Topics in Psychology (1-3)

Seminar on any one of many topics in the field of psychology. Format varies with topic and instructor(s). *Prerequisite: PSY 1.*

PSY 168 Abnormal Psychology (3)

Explores mental health concepts, principles of psychopathology, and related treatment techniques. Surveys the various forms of abnormal behavior, covering their features, potential causes, and most effective treatments. Entails analysis of case studies using the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM IV). *Prerequisite: PSY 1.*

PSY 172 Developmental Psychopathology (3)

Examination of childhood psychological disorders, including disturbances in sleep, eating, toileting, speech, mood, and cognitive functions, drug use, conduct disorders, autism, and pervasive developmental disorders. Addresses issues in diagnosis and treatment. *Prerequisites: PSY 12, PSY 168.*

PSY 175 Human Sexuality (3)

Survey of topics central to the study of sexuality. This course provides a strong foundation in physiology, sexual arousal and dysfunction, history of sexuality, and gender issues. Current topics, such as sexually transmitted diseases, prostitution and rape are explored. The course provides a perspective of human sexuality from historical, biological, psychological, cultural and sociological points of view.

PSY 178 Psychology and Film (3)

Exploration of psychological theories and research through the use of modern film. The course will explore current topics in specialized areas of psychology (e.g., abnormal, social). Film will be used to depict human interactions and provoke thought and analysis of theory and research.

PSY 182 History and Systems of Psychology (3)

The course illuminates the history of psychological ideas, as well as the lives and cultural contexts of prominent theorists. Emphasizes the historical development of ideas leading to modern psychology. *Prerequisite: PSY 132.*

PSY 185 Psychology of Law (3)

Overview of the intersection of the disciplines of psychology and law. Introduces the philosophical foundation of both fields, the legal system of the United States, clinical issues and the law (e.g., psychological assessment, determination of competency, involuntary commitment, family law, and criminal behavior) and psychological research on the legal system (e.g., juror decision making, jury dynamics, judicial bias, eyewitness testimony and police procedure). *Prerequisites: PSY 1.*

PSY 186 Violence Against Women (3)

Survey of the research literature pertaining to sexual assault, partner violence, and sexual harassment. Students will examine psychological theories concerning causes and prevention of violence against women, as well as the experiences of women as victims of these forms of violence.

PSY 187 Careers in Psychology (3)

Explores options available to students interested in careers in psychology. Job options available at different degree levels (e.g., B.A., Masters, Ph.D.) are highlighted, as appropriate preparation plans for particular careers are developed by students. Panel discussions by professionals in the field of psychology allow students to gain knowledge about the diversity of available career paths. Fieldwork in a site of the student's choice is required.

PSY 188 Crisis Intervention (3)

Survey of crisis intervention theories, assessment, treatment and research. Includes legal and ethical issues, suicide, degrees of danger, victims of abuse, grief reactions and the family in crisis. Clinical case presentation will be used for illustration.

PSY 192 Counseling Practicum (3)

Applied work enhancing a student's ability to use the principles of psychology in a counseling or clinically-related setting. Course includes weekly seminar oriented towards integrating experiences with theory. *Prerequisites: PSY 125, PSY 168.*

PSY 193 Research Assistantship (3)

Applied work enhancing student understanding of the methodology and tools of psychological research. While receiving training and supervision, the student assists a MSMC psychology faculty member in the development and/or implementation of a psychological research project. Students will participate in two or more activities involved in executing major steps in the research process (e.g., developing the proposal, collecting and analyzing data, presenting and publishing results). Course includes faculty/student meetings oriented toward theoretical reviews and discussions. Concludes with a library research paper or empirical research poster which addresses a project related question. *Prerequisites* PSY 40, PSY 106, PSY 106L and consent of instructor. May be repeated for a total of 6 units.

PSY 194 Advanced Research (1-3)

Seminar providing direction and supervision for students undertaking original psychological research. Guidance is given in each step of the research process: in developing a question, selecting a research design, collecting and analyzing data, and reporting the results in publishable form. The final product should be suitable for presentation at student sections of professional/regional association meetings. *Prerequisites:* PSY 40, PSY 106 & 106L and consent of instructor. May be repeated for a total of 6 units.

PSY 196H Senior Honors Thesis (3)

Advanced study on a special topic chosen by the student. *Prerequisites:* PSY 40, PSY 106 & 106L, and Honors Student status.

PSY 199 Independent Study (1-3)

Independent exploration of a topic in psychology supervised by department faculty member. Independent study contract required. *Prerequisites:* PSY 1 and consent of instructor. May be repeated for a total of 6 units.

Psychology Graduate Course Offerings**PSY 200 Applying Research to Practice (3)**

This course reviews the theoretical and practical understanding of research methods and evidence based practice in the counseling setting. This course will provide students instruction in critically evaluating research in clinical practice, accounting for diverse individual and contextual factors. In addition students will learn about the importance of utilizing and evaluating evidence based practice in the clinical setting.

PSY 202 Lifespan Development (3)

Students are introduced to normal and abnormal development from conception through aging and death. They will develop an understanding of situational and environmental factors that affect both normal and abnormal behavior utilizing a variety of contrasting theoretical models which explore the biological, social, cognitive, socioeconomic and psychological implications of development. Students will then be able to apply these principles to the understanding and treatment of children, adults, seniors and families.

PSY 203 Multicultural Counseling (3)

This course provides students with a systematic study of the cross-cultural issues, values, behaviors and economic factors that influence the counseling process. Students will be provided with the theories and research in counseling clients from diverse populations including severe and non-severe mental disorders. Students will understand how their own cultural values and biases influence the therapeutic process by exploring practical applications and through experiential training.

PSY 225 Counseling Theories (3)

Students will learn a variety of contrasting psychological theories, principles and methods related to the counseling process in a multicultural society with individuals, couples, families and groups of all ages and backgrounds aimed at promoting wellness, and improving restoring and maintaining healthy relationships. Students will then learn to compare and contrast these different theories and examine how recovery oriented care can be applied to each.

PSY 227 Introduction to Counseling (3)

This course provides students with an experiential laboratory to learn and practice listening and attending skills essential to the counseling process. A recovery oriented philosophy will be promoted as the students learn how to assess psychological behaviors and disorders, conceptualize problems, develop treatment goals and utilize therapeutic techniques in their work with individuals. Contextual factors including personal experiences, culture, socioeconomic status, ethnicity, disability, spirituality, gender and sexual orientation will be explored and students will have an opportunity to meet with various consumers and family members to understand their experience.

PSY 230 Assessment (3)

Students will be trained in the assessment process of individuals, couples and families by understanding the theory, administration and interpretation of clinical assessment techniques and instruments. Norm-referenced and criterion-referenced assessment, statistical concepts, social and cultural factors related to assessment and evaluation are explored. Students will learn to utilize assessments in clinical evaluations of people throughout the lifespan and make appropriate referrals when necessary. Prerequisite PSY 268

PSY 234 Career Counseling (3)

Students are provided with an introduction to the major career counseling theories, decision-making models and understanding of the interrelationships among and between work, family and other life roles. Students will conceptualize a career counseling case, by assessing the individual's career interests and goals, developing intervention techniques and identifying vocational counseling resources. Practical applications and experiential training will be included in this course of study.

PSY 235 Group Counseling (3)

A systematic examination and critical analysis of different theoretical approaches to group treatment is the focus of this course. Students will learn how to assess and treat individuals in a group setting, and understand how all aspects of diversity impacts the group process. Practical applications and experiential training will be included during this course of study. Prerequisite PSY 225

PSY 236 Family Counseling (3)

This course examines different theoretical approaches to the treatment of families. Students will evaluate the empirical data that supports and refutes these theories and learn when and how to assess, plan and provide family counseling in a clinical setting. They will also process their experiences in their own families and understand how this may impact their practice. Students have an opportunity to meet with various consumers and family members to better understand their experience of mental illness, treatment and recovery. Prerequisite PSY 225, 227

PSY 237 Human Sexuality (1) this course is only offered to students who enrolled prior to August 1, 2012

This course explores human sexual behavior in a historical and cross cultural perspective, as

well as, the treatment of sexual dysfunction in a counseling practice.

PSY 238 Alcohol and Substance Abuse (1) this course is only available to students who enrolled prior to August 1, 2012

This course will examine the causes, impact and treatment of alcohol and substance abuse. Students will be introduced to different treatment models and understand the role of contextual factors that relate to this treatment

PSY 239 Addiction Counseling (3)

This course will explore the etiology, identification, evaluation, effect, treatment and prevention of psychoactive drug abuse. Students will be able to differentiate between use, abuse, dependence and addiction of alcohol and chemical substances. They will examine the myths, stereotypes and contextual factors which contribute to the use and abuse of substances, patterns of abuse, family dynamics, client education and community resources when working with individuals with substance use or co-occurring disorders.

PSY 240 Spousal Abuse (1) this course is only available to students who enrolled prior to August 1, 2012

This course is an overview of the dynamics and treatment of spousal abuse/domestic violence. Students will explore the causes of battering relationships, social and cultural variables, and the myths about battering. The physical and psychological impact violence has on victims, children, family and society will be examined.

PSY 241 Couples Counseling (3)

This course provides a systematic evaluation and critical analysis of different theoretical approaches to working with couples. Students will learn to assess, provide treatment and promote healthy functioning of premarital, marital and non-marital couples and understand the impact of abuse, divorce, sexual dysfunction, mental illness and diversity has on the couple and their treatment. Students will explore their own experiences and biases and participate in experiential components including role play, case studies and video observations. Prerequisite PSY 225, 227

PSY 254 Crisis and Trauma (3)

This course reviews the psychological, biological and social origins of violence and how crises, violent events and natural disasters impact the individual and their family. Students will learn to utilize crisis intervention techniques, identify when and how to triage and

understand how the individual's background impacts their response to crisis and trauma. Students will also learn about the ethical and legal implication of crisis work including assessing and reporting abuse, suicidality and homicality.

PSY 263 Law and Ethics in Counseling (3)

This course reviews the current legal and ethical standards related to the provision of counseling services in California. Content will include but not be limited to ethical and statutory, regulatory and decisional laws that delineates the scope of practice, documentation of services, psychotherapist-client privilege, confidentiality, client dangerousness to self or others, and treatment of minors with and without parental consent. Professional behavior, licensing practices and the differences in legal and ethical stands for different type of work settings will also be explored.

PSY 265 Psychopharmacology

This course will introduce students to the biological, psychological and neurological aspects of psychopharmacological treatment of all mental disorders. Students will understand their role in working as a member of a treatment team, the impact of culture and ethnicity to pharmacological treatment and the mode of action, side effects and dosage ranges of various drugs. Recovery oriented practices will be explored as it pertains to treatment with medications. Prerequisite PSY 268

PSY 267 Special Topics (3)

Seminar on any one of many topics in the field of psychology. Format varies with topic and instructor(s).

PSY 268 Psychopathology (3)

This course provides students with an integrative overview of the etiology, classification and prognosis of all mental disorders using the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM-IV TR). Diagnostic criteria, treatment modalities and placement criteria are reviewed for the different disorders, as well as the impact of culture, diversity and economics has on the diagnostic process.

PSY 269A Counseling Practicum (3)

Taken concurrently with the student's fieldwork placement, this course guides the student in relating counseling principles and recovery oriented care to a variety of clinical settings. All fieldwork sites must be approved by the department prior to beginning this practicum

class. Students will provide 75 hours of face-to-face counseling (individual, couples, family or group counseling) with no more than 25 hours of client advocacy. All MSMC and BBS paperwork during the semester will be maintained throughout the term. While enrolled in PSY 269 A, B, and C the student will participate in personal psychotherapy at least every other week for a total of 25 hours. Prerequisite PSY 203, 225, 227, 235, 236, 241, 254, 263, 268, 274, 281

PSY 269B Advanced Counseling Practicum (3)

This course, taken concurrent with the second semester of the student's fieldwork placement, continues to guide the student in relating counseling principles and recovery oriented care to a variety of clinical settings. Advanced counseling skills and practice will be introduced during the students 75 hours of face-to-face counseling (individual, couples, family or group counseling or client advocacy) and MSMC and BBS paperwork will be maintained. PSY 298 Capstone Exam will be completed while enrolled in this course, in addition to completing the required personal psychotherapy. Prerequisite PSY 269A

PSY 269C Professional Practices (3)

This course, taken concurrent with the third semester of the student's fieldwork placement, continues to guide the student in relating counseling principles, recovery oriented care and developing professional practice in their fieldwork setting. Continued development of professional counseling skills and practices are accomplished during the students 75 hours of face-to-face counseling (individual, couples, family or group counseling or client advocacy). All MSMC and BBS paperwork will be maintained in addition to completing the required personal psychotherapy. Prerequisite PSY 269B

PSY 274 Child and Adolescent Counseling (3)

This course examines the theory and process of working with children and adolescents in counseling. Students learn how to assess children and adolescents with all types of psychological disorders, conceptualize problems, develop treatment plans, utilize therapeutic techniques and explore issues of abuse. Contextual factors (e.g. child abuse, culture including socioeconomic, ethnicity, sexual orientation, race, disability, spirituality) that impact the counseling process and how students' personal experiences impact their training and practice as a professional child and

adolescent counselor will be explored.
Prerequisite PSY 202, 227, 268

PSY 281 Community Mental Health (3)

This course provides students with an overview of the systems of care for severe and non-severe mental disorders including counseling, recovery oriented care and client advocacy. Students will learn their role as a member of a treatment team and how to utilize public, private, and community services/resources given contextual factors (e.g. child abuse, domestic violence, culture including socioeconomic, ethnicity, sexual orientation, race, disability, and spirituality) that impact the process of community based treatment.

PSY 290 Workshop (1-3) this course is only offered to students who enrolled prior to August 1, 2012

Experiential class focusing on particular area of interest. May be repeated for credit.
Prerequisite: Consent of instructor.

PSY 291 Written Examination (0)

Comprehensive written examination based on the student's completed coursework. The Written Examination is completed during the last semester of the student's coursework. Students may take the Written Examination a maximum of two times. The Examination must be successfully completed before the end of the semester the student intends to graduate.

PSY 298 Capstone Exam (0)

Students will complete a written and oral analysis of a case provided by the department. The paper and presentation will integrate the content areas of the MFT program and the BBS clinical case vignette guidelines. The capstone exam is taken concurrent with PSY 269B. If the student is unsuccessful in passing the capstone exam it may be repeated only one time and must be completed within one semester of the original exam. Concurrent with PSY 269B

PSY 299 Independent Study (1-3)

Independent exploration of a topic in graduate psychology supervised by department faculty member. Prerequisites: consent of instructor. May be repeated for a total of 6 units.

Religious Studies

The Religious Studies Department considers the study of religion essential to the liberal arts because of the Catholic intellectual tradition of the College. The department offers both an undergraduate major and a minor in Religious Studies, and also a Masters degree in Religious Studies. The major and the minor are designed to provide an academic foundation for graduate study in theology or religion, or for a career related to Religious Studies.

Undergraduate courses are divided according to the five areas listed below:

- I. Scripture
- II. Christian Thought
- III. Christian Ethics
- IV. Religion and Religions
- V. Special Offerings

Religious Studies Bachelor of Arts Degree

Required Courses

Lower Division:

- RST 15 Introduction to Christian Scriptures (3)
- RST 21 Introduction to Catholicism (3)
- RST 41 Introduction to Christian Ethics (3)

Upper Division:

- 1. Scripture (3)
RST 155 3 units of upper division Scripture study
- 2. Christian Thought (6)
RST 131 Jesus
Another upper division course from category II, Christian Thought
- 3. Christian Ethics (3)
An upper division course from category III, Christian Ethics
- 4. Upper Division Elective (3)
An upper division course from any of the Religious Studies categories
- 5. Senior Thesis/Project (3)
RST 199 Senior Thesis/Project

• General Elective (3)

3 units in upper or lower division

Total units in Religious Studies: 30

Plus General Studies requirements and electives totaling 124 semester units including Modern Language requirement. Majors must maintain a C or better in each of the courses taken in fulfillment of these requirements for the Religious Studies major.

Religious Studies Minor

Requirements:

- 1. An Introductory Level Scripture course (3)
- 2. Christian Thought (3)
- 3. Christian Ethics (3)
- 4. Electives: 9 units (at least 6 of which must be upper division) (9)

Total units in Religious Studies: 18

Religious Studies Courses

I. Scripture Courses

Upper Division Prerequisites: Ordinarily all upper division courses in Scripture require one (1) lower division course in the same area as a prerequisite. A waiver of this prerequisite may be granted by the instructor.

RST 11 Introduction to Hebrew Scriptures (3)

A consideration of selected themes of the Hebrew Scriptures (Old Testament), viewed from the perspective of revelation, and analyzed with the methods of modern biblical scholarship. GS-VA1

RST 15 Introduction to the New Testament (3)

An introduction to methods of modern biblical scholarship and an examination of the four canonical gospels, selected Pauline letters, and Acts of the Apostles. GS-VA1

RST 155ABCD Upper Division Scripture Study (3,3,3,3)

A, Synoptic Gospels: Advanced study of the three synoptics with special attention given to literary style, historical context, interpretation skills and the Christology contained in each.
B, Pauline Literature: Advanced study of various Pauline themes as well as the historical

context of the first Christian communities that affected the future of the early Church.

C, Johannine Literature: Study of the Gospel of John in relation to other New Testament texts, with emphasis on the historical context of the Johannine community and its understanding of revelation.

D, Hebrew Scriptures: Advanced study of selected texts in the Hebrew Scriptures, with attention to literary style, historical context, interpretation skills and the understanding of God's revelation to Israel. (*See statement on prerequisite.*) GS-VA1

II. Christian Thought Courses

Upper Division Prerequisites: Ordinarily all upper division courses in Christian Thought require one (1) lower division course in the same area as a prerequisite. A waiver of this prerequisite may be granted by the instructor.

RST 21 Contemporary Catholicism (3)

Study of how early Christianity and contemporary Catholicism perceive representative beliefs, rites, ethics, and community structures in the Catholic tradition of Christianity. Includes discussion of some contemporary concerns and issues in light of Vatican Council II. GS-VA2

RST 23 Spiritual Journeys of Women (3)

An exploration of the spiritual experiences of women primarily from the Judeo-Christian tradition. These experiences will be probed for elements which might be transferable beyond their particular historical and personal contexts to current spiritual experiences. GS-VA2

RST 25/125 Theology of Marriage and Family (3)

Overview of Catholic theology of marriage and family from biblical, historical, cultural and ethical perspectives. (*See statement on prerequisite.*) GS-VA2

RST 70 Faith and Human Development (3)

A study of the phenomenon of religious belief and the importance of faith for one's further development as a person in relation to others and to God. GS-VA2

RST 131 Jesus of Nazareth, Christ of Faith (3)

A brief survey of the historical development of the Christian understandings of Jesus as the

Christ from biblical traditions to the present. Discussion of key aspects of current interpretations of Jesus. *Prerequisite: RST 15 or RST 21, or permission of the instructor.* GS-VA2

RST 135 Women and Christianity (3)

An introduction to a variety of the major themes and issues which are engaging Christian and Catholic feminist liberation theologians including the roles of women in scripture, Christian history, and church life. (*See statement on prerequisite.*) GS-VA2

RST 137 Challenges in Contemporary Theology (3)

Presentation of how major changes in theology during the nineteenth and twentieth centuries not only challenged traditional Catholic thought and practice, but also influenced contemporary theology and praxis. (*See statement on prerequisite.*) GS-VA2

RST 170 Theology and Human Experience (3)

A survey of human psychological development and human faith development which explores how personal, social and cultural experiences influence a person's faith development. (*See statement on prerequisite.*)

RST 190T Advanced Studies in Christian Thought (1-3)

Advanced study of special texts, figures or topics such as Church history, sacraments, liturgy, Aquinas, Rahner. Selected themes may vary with each offering. May be repeated for credit.

III. Christian Ethics Courses

Upper Division Prerequisites: Ordinarily all upper division courses in Christian Ethics require one (1) lower division course in the same area (See exception for RST 149, which also accepts 21 as prerequisite.). A waiver of these prerequisites may be granted on approval of the instructor.

RST 41/141 Introduction to Christian Ethics (3)

An introduction to the study of moral decision-making from the perspective of Christian faith. The sources and nature of moral obligation, personal and social responsibility, freedom and sinfulness are among the topics to be covered.

Both RST 41 and RST 141 may be repeated for credit. GS-VA3.

RST 45/145 Contemporary Issues in Christian Ethics (3)

A consideration of the positions and views of Christian ethicists on selected contemporary issues. Topics may vary. *Prerequisite for RST 145: A lower division course in this area.* GS-VA3

RST 49/149 Biomedical Issues in Christian Ethics (3)

A study of issues and questions concerning the phenomenon of human life, the process of dying, and current developments in medicine and technology. Topics include reproductive technologies, genetic engineering, euthanasia, healthcare reform and clinical ethics. *Prerequisite for RST 149: RST 41 or RST 21 or PHI 21.* GS-VA3

RST 146 The Catholic Justice and Peace Tradition (3)

An examination of Catholic Social Teaching, an ethical tradition which has developed in the past century as the church faced contemporary social problems such as structural poverty, discrimination, immigration, racism, violence and war. The course will also focus on particular groups which have been inspired by this body of teachings. (*See statement on prerequisite.*) GS-VA3

RST 190E Advanced Studies in Christian Ethics (1-3)

Advanced study of special figures or topics such as war and peace, liberation theology, and racism. Selected themes may vary with each offering. May be repeated for credit.

IV. Religion and the Religions Courses

Upper Division Prerequisites: Ordinarily all upper division courses in Religion and the Religions require one (1) course in the same area of study. A waiver of a prerequisite may be granted on approval of the instructor.

RST 61/161 World Religions (3)

A survey of the largest religious traditions: includes Judaism, Islam, Christianity, Hinduism, and Buddhism. Other religions may be added (e.g., Confucian/Taoism at the discretion of professor). This course focuses on the following: the religion's historical development, its sacred texts, essentials in its way of life, its spiritual life and arts, and distinctive truths about ultimate realities and the unique purpose of human life and afterlife

hopes. *Prerequisite for RST 161: A lower division course in the same area.* GS-VA4, VI

RST 78/178 Death and Afterlife (3)

A study of world religions with focus on each religion's distinctive understanding of the unique dimensions of human death and mortality, spiritual religious preparations for one's death and life, ideals for religious ways to go through bodily death and a detailed understanding of life after death and the ultimate hopes it embodies. *Prerequisite for RST 178: A lower division course in the same area.* GS-VA4, VI

RST 172 Jesus and the Buddha (3)

An advanced comparison of the life and teachings of Jesus and Gautama, the Buddha. Comparisons will use the sacred texts of these two religions to represent the life story and religious teachings of these founders. It will also include dialogues on the important similarities and differences which Christian and Buddhist traditions have developed, including how Buddhists understand Jesus and Christians understand the Buddha. *Prerequisite: RST 61 or equivalent background in Buddhism and Christianity.* GS-VA4, VI

RST 175 Myth, Religion and Culture (3)

A study of representative religious myths on a variety of sacred themes: myths of creation, myths of salvation, myths of the cycles of history, myths of the origin of human death, myths of the gods and goddesses' lives, myths of the afterlife, myths of the ends of the world. The focus of these studies is to understand the special nature of myth as a religious way of understanding these sacred realities. Where possible, the presence of these myths in cultural literature, cinema, and arts will also be illustrated. GS-VA4, VI

RST 190R Advanced Studies in Religion(s) (1-3)

Advanced study of special topics, figures, or texts. Selected themes may vary with each offering. May be repeated for credit.

V. Religious Studies Special Offerings Courses

RST 191 Seminar (3)

Advanced study and research in any of the four major areas of study. Selected themes, figures, issues or texts. May be repeated for credit. *Prerequisites: A minimum of one (1) lower division course from any area of religious studies. Permission of instructor is required.*

RST 193 Directed Studies (1-3)

Offered with approval of instructor and chairperson, following the published procedures for Directed Studies courses.

RST 196 Independent Studies (1-3)

Offered only with approval of instructor and chairperson, following the published procedures for Independent Studies courses.

RST 199 Senior Thesis/Project – for RST majors only (3)

Written thesis or service ministry project (including written component) completed in senior year under the direction of a Religious Studies faculty member. The thesis focuses on an area of interest and results in a well-developed research paper which demonstrates the student's understanding and critical assessment of a topic in religion. The project engages the student in a theological reflection process at a predetermined service ministry site, and demonstrates the student's ability to appropriate and apply religious theories and resources to practical ministry and to correlate practical learnings from the workplace with theory.

RST 199H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

The following courses also are eligible for Religious Studies credit:

RST 120/ENG 130 Faith and Fiction (3)

See ENG 130 for course description. When taken for RST designation, prerequisite applies: either a Scripture course or RST 21, Catholicism.

RST 130/HIS 131 History of Religion in North America (3)

See HIS 131 for course description.

RST 160/PHI 160 Philosophy of Religion (3)

See PHI 160 for course description. When taken under RST designation, GS-VA4, and VI.

RST 180/SOC 195 Sociology of Religion (3)

See SOC 195 for course description. When taken under RST designation, GS-VA4.

Religious Studies Graduate Program

The Graduate Program in Religious Studies empowers students to effect social change and social justice in their communities and the world at large by providing theoretical foundations and praxis-centered learning in scripture, theology, ethics and pastoral outreach. It provides opportunities for the student to place personal faith within a theological understanding based on the teachings of the Second Vatican Council.

The program challenges students to consider the interrelation between theory and praxis, and to see personal religious goals and belief systems in new and contemporary ways. Those who are already in pastoral ministry will find the studies practically based with an orientation towards local ecclesial communities. The department has a core group of faculty and visiting professors who provide both continuity for the program and theological competency in specific fields of inquiry.

The program responds to the goals and objectives of all its students. It serves:

- Students interested in academic research
- Ministers seeking to improve pastoral skills or to become pastoral associates and directors of parish life
- Teachers of religious studies
- Those who simply wish to enhance their personal theological and spiritual understanding

Learning Outcomes

Learn and employ prominent theories and methods used routinely in each of the major program areas.

Demonstrate the ability to think critically by using program-specific theories and research methods to access, research, synthesize and analyze information and ideas.

Communicate effectively both in writing and orally; master the conventions of the field's standard notation & bibliographic style.

Engage a diverse society through increased awareness of race, class, gender, and socioeconomic issues that lead to systemic and distributive injustices.

Graduate Courses are divided according to the four areas listed below:

- I. Scripture
- II. Systematics
- III. Ethics
- IV. Pastoral Theology/Ministry

Religious Studies M.A.

Admission Requirements

Satisfactory completion of graduate division and department requirements.

Degree Requirements:

- 24 units (Two 3-unit courses in each of the four major areas, one of which is RST 220: Theories & Methods)
- 9 units Electives (3-unit courses)
- 3 units Capstone Project
- **36 units Total**

Religious Studies M.A. Capstone Project:

In order to receive the M.A. in Religious Studies the student must successfully complete the Capstone Project.

The “Capstone Project” is the terminal research exercise consisting of:

- RST_290: Capstone Proposal (1)
- RST_291: Capstone Research, Analysis and Presentation (2)
- Normally the student completes RST 291 within one academic semester. If for valid reasons this is impossible, the student may register for RST 291ABCD (1, 1, 1, 1)

The Director of Graduate Religious Studies program and the Graduate Dean must approve any exception to this.

Religious Studies M.A. Transfer of Credit

The student may transfer six (6) units of graduate religious studies credit from a regionally accredited institution of higher learning towards the completion of the M.A. in Religious Studies degree.

In order to do so, the student must first successfully complete six (6) units of Mount St. Mary’s College Graduate Religious Studies credit before formally petitioning for unit transfer.

The acceptance of transfer credit is subject to the approval of the Director of Graduate Religious Studies and the Graduate Dean. Credits cannot predate admission to Mount St. Mary’s College by more than seven (7) years. The Director of Graduate Religious Studies and the Graduate Dean must approve any exception to this.

Graduate Religious Studies Courses

Scripture Courses (RST 200 – RST 207)

RST 200: Scripture and Social Justice (3)

An introduction to standard methodologies for critical understanding of biblical texts, including historical, literary, rhetorical, and social criticisms; and emphasizes themes of social justice in contemporary interpretive methodologies.

RST 203: Special Topics in the Hebrew Bible (1-3)

An exploration of particular issues, approaches, or texts within the Hebrew Bible and its Ancient Near Eastern context. *Course may be repeated for credit.*

RST 205: The New Testament (3)

An introduction to the standard methodologies used for critical understanding of the New Testament, including historical, literary, rhetorical, and social criticisms.

RST 207: Special Topics in the New Testament (1-3)

An exploration of particular issues, approaches, and texts within the New Testament. *Course may be repeated for credit.*

Systematic (RST 220 – RST 239)

RST 220: Theories & Method (3)

An introduction to the various methodologies used in theological research. It presents the research skills required to study the Church as a living, Christian community constantly interpreting its own life within the context of an ongoing relationship with God. *(Required course for all students)*

RST 222: Liberation Theologies (3)

An investigation of the primary sources of the history, methods and theories of liberation theologies. This course will also analyze various contemporary theological literature concerned with liberation and will explore issues and challenges involved in social change.

RST 223: Christology (3)

A critical-historical theological reflection on the Christian confession that Jesus of Nazareth is Christ and Savior.

RST 228: Ecclesiology (3)

An analysis of the development and presentation of contemporary ecclesiology through dialogue with Sacred Scripture, the

Tradition of the Church, Vatican II and contemporary theologies.

RST 234: World Religions/Religious Diversity (1-3)

An in-depth study of contemporary topics in the dialog between the major religious traditions. *Course may be repeated for credit.*

RST 239: Special Topics in Systematics (1-3)

An in-depth study of particular topics within the area of systematics. *Course may be repeated for credit.*

Ethics (RST 243 – RST 249)

RST 243: Catholic Social Teaching (3)

A theological investigation of the collection of Catholic Social Teachings developed since the end of the 19th century when Christian morality, rooted in Scripture and tradition, encountered contemporary social problems.

RST 246: Issues of Life and Death (3)

A study of issues and questions concerning the phenomenon of human life and the process of dying. Topics include reproductive technologies, genetic engineering and euthanasia

RST 247: Sex, Gender, and Ethics (1-3)

A critical study of biblical perspectives, theological positions, ethical reasonings, church traditions, faith commitments and empirical data which address questions of sexuality and relationships. This course also explores how issues of sexuality and gender engage in issues of power. *Course may be repeated for credit.*

RST 248: Eco-Justice (3)

An investigation of the interconnected realities of ecological sustainability and justice for humans. Course readings and discussions will examine how ecocentric theology can be applied to everyday life. Examining choices, the course will lead to formation of a "deep ecology" code of environmental ethics.

RST 249: Special Topics in Ethics (1-3)

An in-depth study of particular topics within the area of moral theology and Christian ethics. (e.g. ethics of globalization, sexual ethics after AIDS, political ethics, etc.) *Course may be repeated for credit.*

Integrated Inter-Area Courses (RST 250-253)

Courses in this area can be applied to any of the four areas (Scripture, Systematics, Ethics, and Pastoral Ministry/Theology) as designated by the instructor.

RST 250 Sojourners & Strangers (3)

An examination of immigration as a site of inquiry for students of religion, investigating "what immigrants do together religiously in the United States" (Warner 1998:9) rather than immigration politics/policy that so often frames the issues. *An integrated inter-area course.*

RST 251 Contemporary Ethics of Justice: Human Slavery (3)

A study of human trafficking through an investigation of its history, causes and consequences, as well as an investigation of human slavery in its contemporary international setting. *An integrated inter-area course.*

RST 252 Christology & Spirituality in the Fourth Gospel (3)

Emphasizing both historical-critical and narrative critical approaches, students will go through the Fourth Gospel studying its literary techniques, its various theological motifs, and ancient as well as more recent developments in its interpretation. *An integrated inter-area course.*

RST 253 Topics in Integrated Inter-Area Studies (1-3)

A multi-dimensional study of a particular topic, presented from the perspective of at least two of the areas of study within the program. These areas will be designated on the syllabus. *Course may be repeated for credit.*

Pastoral Theology/Ministry (RST 266 – RST 289)

RST 266: Leadership in Pastoral Ministry (3)

An introduction to the biblical, theological, ethical and social foundations, for effective leadership in the contemporary Church.

RST 269: Special Topics in Pastoral Theology/Ministry (1-3)

An in-depth study of particular topics within the area of pastoral theology and/or ministry. *Course may be repeated for credit.*

RST 280: Pastoral Care: Foundations & Issues (1-3)

An exploration of theological and spiritual foundations for the pastoral care relationship; investigation of particular issues which arise in

pastoral ministry. *Course may be repeated for credit.*

RST 282: Spiritual Direction (1-3)

An introduction to the nature of the spiritual direction relationship, the preparation and role of the spiritual director, and the purpose of direction. *Course may be repeated for credit.*

RST 285: Parish/Non-Profit Organizing (1-3)

An introduction of strategies used for parish and non-profit organizations to develop short and long term strategic plans as a way for faith-based communities and justice organizations to pursue their goals for social change. Topics will include, values of faith based business ventures, issues faced by non-profit organizations, the nature of goals and directives, collaboration and networking, and legal issues. *Course may be repeated for credit.*

RST 287: Law in Church Life (1-3)

An historical and theological study of Canon Law within the context of the lived experience of the Church. Presentation will focus on application to pastoral ministry and parish management. *Course may be repeated for credit.*

RST 289: Ministries of the Word: Teaching & Preaching (3)

An exploration of the ministries of teaching and preaching within and for the faith community. The approach will be rooted in theology and also in contemporary understandings of the Good News and of effective praxis.

Capstone Project (RST 290-291)

RST 290: Capstone Proposal Proposal (1)

A preparation course designed for the Capstone Project culminating in a research proposal. Description provided by the department.

RST 291: Capstone Project Research, Analysis, and Presentation (2)

A culminating project of the student's devising, with a clearly delimited research methods and goals overseen by a capstone committee (2 faculty minimum), ending in a presentation by the student, both oral and written.

RST 291ABCD: Capstone Research Essay Continuation (1, 1, 1, 1)

Course may be repeated for credit.

RST 295: Internship (1-3)

This course is offered by special pre-arrangement with the Program Director, available by request in any term. Mount St. Mary's undergraduate norms for Academic

Internship apply. *Course may be repeated for credit.*

RST 298: Directed Individual Study (1-3)

This course is offered by special pre-arrangement, available by request in any term. A student may apply for directed individual study with the approval of a faculty advisor and the program director. No more than six (6) units of directed individual study may be taken towards the M.A. Degree. Any exception to this is granted by the Director of Graduate Religious Studies with the approval of the Graduate Dean. *Course may be repeated for credit.*

RST 299: Independent Study (1-3)

This course is offered by special pre-arrangement, available by request in any term. A student may apply for independent study with the approval of a faculty advisor and the program director. Mount St. Mary's College undergraduate norms for Independent Study apply. No more than six (6) units of independent study may be taken towards the M.A. Degree. Any exception to this is granted by the Director of Graduate Religious Studies with the approval of the Graduate Dean. *Course may be repeated for credit.*

Social Work

DEPARTMENTAL AFFILIATION: SOCIOLOGY

Social work is a strengths, empowerment and advocacy profession. Social workers can be found in city, state, and federal agencies, as well as in non-profit organizations serving the community in schools, hospitals, mental health centers, corrections facilities, the military, and various health and human services settings. Employment in for-profit agencies is expanding in industrial social work, as well as mediation and negotiation. Another exciting option is international social work. These professionals serve in countries around the world.

A unique feature of the Mount BSW is the infusion across the curriculum of human rights principles and knowledge as put forth in the U.N. Universal Declaration of Human Rights (UDHR).

The demand for social workers is high and is planned to continue to grow in the future, particularly in the areas of healthcare and gerontology. Our program provides excellent preparation for graduate studies in social work. Our alums earn MSW degrees from some of the top-ranked universities in the nation, such as Columbia University, University of California, Berkeley, USC, and UCLA.

Social Work Bachelor of Science Degree

Requirements

Required preparatory lower division courses:

SOC 1	Introduction to Sociology	(3)
MTH 38	Elements of Probability and Statistics	(3)
	OR	

BUS 38	Elements of Probability and Statistics	
	OR	
PSY 40	Basic Statistical Methods	

Required courses:

SOC 13	Anatomy for Social Services or BIO 40A Anatomy	(3)
SOC 103	Introduction to Group Process/Therapy	(3)
SOC 104	The Family*	(3)
SOC 106	Introduction to Psychotherapy	(3)
SOC 110	Juvenile Delinquency*	
	OR	(3)
SOC 10	Youth & Crime	
SOC 112	Medical Sociology*	(3)
SOC 117	Quantitative Research Methods	(3)
SOC 118	Qualitative Research Methods	(3)
SOC 120	Case Management in Health & Human Services	(3)
SOC 121	Human Services Ethics	(3)
SOC 128	Introduction to Social Work	(3)
SOC 134	Mediation and Negotiation	
	OR	(3)
SOC 130	Organizational Communication	
SOC 162	Human Rights	(3)
GER 189	Gerontology*	(3)
SOC 197AB	Internship and Practicum	(6)

Plus three courses from among the following:

SOC 102	Sociology of Children	(3)
	OR	
SOC 6	The Family, Child, & Community	(3)
SOC 7	Introduction to Human Services	(3)
SOC 105	Couples	(3)
SOC 107	Anger Management	(3)
SOC 108	Substance Abuse Counseling	(3)
SOC 127	Family Systems Theory & Violence	(3)
SOC 130	Organizational Communication	(3)
SOC 134	Mediation	(3)
SOC 161	Majority-Minority Relations	(3)
SOC 180	Social Stratification	(3)
GER 181	Public Policy and Aging	(3)
GER 184	Diversity and Aging in the Social Environment	(3)
SOC 185	Global Development	(3)
GER 188	Caregiving & Adaptation for Elders	(3)

GER 192	Thantology	(3)
CRI 119	Urban Crisis Response & Mgmt.	(3)
CRI 122	Criminal Policy & Practice	(3)

Plus General Studies requirements and
electives totaling 124 semester units.

Total required units for B.S. in Social Work: 54

**Courses that include fieldwork
component*

Sociology

Sociology is the study of human behavior within a multitude of contexts, from the family, the community and workplace, to the regional, national, and global arenas.

The major prepares students for professional careers in such areas as criminology, law enforcement, social services, urban planning and development, counseling, race/ethnic relations, human resources, child, marriage, and family relations, community relations, global affairs, and employment in a wide range of government agencies, non-profit and for-profit organizations. Sociology also provides an excellent foundation for graduate studies in social work, counseling, public policy, urban development, public health, population studies, global studies and the law. See Mount St. Mary's College Sociology Department Web Page for additional examples of professional options in the field.

An important feature of the Mount Sociology Major is the infusion across the curriculum of human rights knowledge and principles as put forth in the U.N. Universal Declaration of Human Rights (UDHR).

A general program of sociology, and the *option* of five specializations within Sociology: Human Rights and Global Studies, Medical Sociology, Communications, Social Services and Family Relations.

Sociology B.A. Degree

Core Courses Required:

SOC 1	Introduction to Sociology	(3)
SOC 117	Quantitative Research Methods	(3)
SOC 118	Qualitative Research Methods	(3)
SOC 162	Human Rights	(3)

SOC 166	Sociological Theory	(3)
SOC 197AB	Senior Internship	(6)

Plus seven additional courses in Sociology. A maximum of 12 lower division units in Sociology may be counted toward completion of the major. These units cannot, however, include lower division internship units (SOC 25).

To fulfill a B.A. degree in Sociology, students must complete the Sociology requirements, the General Studies requirements, and the Modern Language requirement for a total of 124 units.

Total units in Sociology: 42

There are five specializations within the Sociology major. A specialization is not required, but it can enhance preparation for certain career directions, as discussed within each specialization. The courses required within each specialization will count toward the required units for the major in Sociology.

Sociology B.S. Degree

Core Courses Required:

SOC 1	Introduction to Sociology	(3)
SOC 117	Quantitative Research Methods	(3)
SOC 118	Qualitative Research Methods	(3)
SOC 160	Diversity in Society	(3)
	OR	(3)
SOC 161	Majority-Minority Relations	(3)
SOC 162	Human Rights	(3)
SOC 166	Sociology Theory	(3)
SOC 175	Urban Sociology	(3)
SOC 197AB	Senior Internship	(6)

Plus 8 additional courses in sociology. You may choose to have a specialization among those listed below.

Total units in Sociology: 51

Human Rights Specialization Option One

This specialization addresses the fundamental challenges of population

growth and migration, cultural diffusion, environmental change, and quality of life of human populations around the world, with a core guiding foundation of human rights advocacy. A range of topics will be explored, including the impact of poverty, child labor, children at war, regional cultural conflict, women's issues, environmental change, economic development, and access to health care, housing, and other basic resources necessary for sustainability or growth. The intersection of religion, politics, economics, and culture will be emphasized.

Required courses:

FLM 131	Film & Social Justice	(3)
SOC 163	Women's & Children's Rights	(3)
SOC 164	Advocacy & Human Rights	(3)
SOC 180	Social Stratification & Human Rights	(3)
SOC 186	Immigration and Human Rights	(3)

Plus two additional courses from the following:

SOC 125	Media Anthropology	(3)
SOC 129	Sociology and Gender	(3)
SOC 134	Mediation and Negotiation	(3)
SOC 160	Diversity in Society	(3)
SOC 161	Majority-Minority Relations	(3)
SOC 167	U.S. Women of Color	(3)
SOC 175	Urban Sociology	(3)
SOC 177	Human Rights & Science Fiction	(3)
SOC 185	Global Development	(3)
SOC 187	Environmental Studies	(3)
SOC 190	Social Change	(3)
SOC 191	Social Movements	(3)
SOC 195	Sociology of Religion	(3)
POL 109	Individual Rights	(3)
POL 131	International Relations	(3)
POL 151	Humanitarian Intervention	(3)

Also highly recommended: A semester of study abroad in the junior year. This requires coordination with the Department Chair and the Advisement Office.

Medical Sociology Specialization Option Two

This specialization is recommended for those interested in careers in the human services specifically related to social work and case management in healthcare resources. Possible work settings include hospitals, health management organizations, rehabilitation centers, hospice, and private or government agencies that are involved in the dissemination of health and human services.

Required courses:

SOC 13	Anatomy for Human Services	(3)
	OR	
BIO 50A	Human Anatomy	(3)
SOC 112	Medical Sociology	(3)
SOC 120	Case Management	(3)
SOC 121	Human Services Ethics	(3)
SOC 189	Gerontology	(3)
SOC 192	Thanatology	(3)

Plus select two additional courses from the following:

BIO 112	Human Nutrition	(3)
GER 188	Caregiving and Adaptations for Elders	(3)
SOC 49	Multicultural Issues in Healthcare	(3)
SOC 128	Introduction to Social Work	(3)

Please note the Race, Class & Gender Specialization (and its respective description/requirements) has been deleted.

Communications Specialization Option Three

Students are introduced to basic theories and practice of communication through mass media using a range of tools--written, verbal, sociological, and technological. Sociological theory and social science research methods, along with hands-on skills of communication production, are provided in this specialization. Students can obtain internship and career opportunities in the film, television, media and broadcasting arenas.

Required courses:

SOC 125	Media Anthropology	(3)
SOC 130	Organizational Communication	(3)
SOC 133	Culture, Music and Broadcasting	(3)
SOC 135	Mass Media	(3)
FLM 131	Film and Social Justice	(3)
FLM 147	News casting	(3)

Plus two additional film courses (listed in Film & Social Justice major in catalog)

Social Services Specialization Option Four

Preparation for careers in social work, non-profit and government social service agencies, providing a foundation of understanding of development over the life course and basic skills necessary for working with people in service settings. Good preparation for advanced study in social work. This specialization cannot be combined with a major in Social Work.

Required courses:

SOC 103	Introduction to Group Process/Therapy	(3)
SOC 10	Deviance and Youth	
	OR	
SOC 110	Juvenile Delinquency	(3)
SOC 49	Multicultural Issues in Healthcare	
	OR	
SOC 112	Medical Sociology	(3)
SOC 120	Case Management	(3)
SOC 121	Human Services Ethics	(3)
SOC 189	Gerontology	(3)

Plus two additional courses from the following:

SOC 7	Intro to Human Services	(3)
SOC 94	Topics in Aging	(3)
SOC 102	Sociology of Children	(3)
SOC 106	Introduction to Psychotherapy	(3)
SOC 107	Anger Management	(3)
SOC 108	Substance Abuse Counseling	(3)

SOC 115	Sociology of Violence	
	OR	(3)

SOC 127	Family Systems Theory &Violence	
SOC 128	Introduction to Social Work	(3)
SOC 138	Non-Profit Management	(3)
SOC 161	Majority-Minority Relations	(3)
GER 181	Public Policy and Aging	(3)
GER 188	Caregiving and Adaptations for Elders	(3)

Family Relations Specialization Option Five

For students interested in working with couples and families in a variety of clinical settings, this specialization provides basic preparation. It may also provide a foundation for continued studies in the area of marriage and the family at the graduate level. This specialization and social services specialization cannot both be selected. The student must choose one or the other.

Required courses:

SOC 102	Sociology of Children	(3)
	OR	
SOC 6	The Family, Child, and Community	
SOC 103	Introduction to Group Process/Therapy	(3)
SOC 104	The Family	(3)
SOC 105	Couples	(3)
SOC 106	Introduction to Psychotherapy	(3)
SOC 120	Case Management	(3)

Plus two additional courses from the following:

SOC 94	Topics in Aging	(3)
SOC 108	Substance Abuse Counseling	(3)
SOC 110	Juvenile Delinquency	(3)
SOC 10	Deviance in Youth	(3)
SOC 127	Family Systems Theory &Violence	(3)
SOC 134	Mediation and Negotiation	(3)
GER 184	Diversity & Aging in the Social Environment	(3)

Recommended for graduate school preparation: SOC 38 or Math 38, Probability and Statistics.

Sociology Minor

A minimum of six courses, two of which must include:

SOC 1	Introduction to Sociology	(3)
SOC 166	Sociological Theory	(3)

Plus four elective courses in sociology.

Total units for the Minor in Sociology: 18

Sociology Courses

SOC 1 Introduction to Sociology (3)

An introduction to the scientific study of human social behavior, including the foundational theories and the basic elements of social research. Viewing human life as inherently social, the social and environmental forces which influence and are influenced by personal experience, culture, and social arrangements, are examined. A human rights course. GS-IIIIF, VI. (Previously known as SOC 5 Sociological Perspectives)

SOC 6 The Family, Child, and Community (3)

The study of the family as a primary group and as an institution. Varieties of family patterns, pre-marital and marital behavior, child-parent relationships, and family disorganization and reorganization are considered. GS-IIIIF, VI

SOC 7 Introduction to Human Services (3)

An introduction to the broad field of the helping professions in human services agencies. Includes theoretical applications and analysis of the range of issues addressed in these settings for individuals, families, groups, organizations, and communities such as healthcare access, family trauma, caregiver stress, housing, mental health, intervention and prevention services.

SOC 10 Deviance and Youth (3)

An examination of the combined structural, social and psychological elements which are manifested as deviance or delinquency in the juvenile population. Topics such as youth violence, substance abuse, adolescent sexuality and parenting, gang cultures, and crime will be studied, not only in the context of social conditions, but also within the juvenile justice system and social resource organizations, with a focus on the California Youth Authority system and the Los Angeles County Probation Department.

SOC 13 Anatomy for Social Services (3)

An introduction to the structure of the human body. This course provides a basic understanding of the human organism and explores the relationship between psychosocial

functioning and biological functioning. It is designed for those preparing for the social services professions, such as social work. Open to Human Services, Sociology, Social Work and Gerontology majors only.

SOC 25 Internship: Human Services (3)

Required for all A.A. Human Services Majors. The internship site to be selected and mutually agreed upon by student and advisor. A minimum of 120 hours of on-site experience must be conducted under the supervision of the internship advisor. This course is not open to those outside the A.A. Human Services Program. *Prerequisite: Approval of advisor and sophomore standing.*

SOC 26/126 Basic News Writing (3)

An Introduction of writing from news including broadcast, websites and other news formats (online and print). Instruction will include in-class writing assignments on deadline, out-of-class reporting assignments, and writing to video. Students will also learn basic legal guidelines for news gathering and reporting. Contributions to "The Oracle" will be included. See FLM 26/126.

SOC 30 Human Communication (3)

A study of the wide range of modes and means of human communication as they are expressed at both the micro and macro levels. Students will explore the roles of communication in human interaction, and will practice styles of effective communication, such as public speaking, interviewing, debating, broadcasting, and interpersonal exchange. GS-IB

SOC 38 Statistics for Social Science (3)

Focus on applied descriptive and inferential statistical techniques as used in the social sciences. Topics to be covered include elementary probability theory, properties of distributions, analysis of variance, measures of central tendency, correlation and hypothesis testing. *Prerequisites: Satisfactory score on the Mathematics Placement Examination or completion of MTH 2X. GS-IIIIE, GS-VIIB*

SOC 49 Multicultural Issues in Healthcare (3)

A survey of ethnic and cultural factors that have an impact the work of healthcare professionals and the experience of patients within the context of healthcare settings. A human rights course. GS-VI

SOC 94 Topics in Aging (3)

An introduction to the broad field of gerontological services. The course includes an

examination of the current issues and trends operative in society today with an emphasis on their effects of the quality of life of the aging American.

SOC 96 ABC Culture, Race and Communication (1, 1, 1)

Study and interaction focused on culture and intercultural conflicts. Topics introduced include race and racism, stereotyping and prejudice, and understanding privilege. Emphasis on communication skills. Can be repeated for credit.

SOC 102 Sociology of Children (3)

This course studies the intricate and dynamic socialization processes that contribute to the formation of the individual during the formative years of childhood. The social forces examined include the family, peer group, schools, media and such demographic variables as ethnicity, social class, gender, and neighborhood. Childhood as a historical and social construction is also considered, along with a survey of the various theories on childhood socialization. A human rights course.

SOC 103 Introduction to Group Process/Therapy (3)

This course will explore the theories and practices that guide group leaders and group therapy: as an intervention; as a support mechanism; or as a place to develop interpersonal social and interaction skills needed in society. An emphasis on strategies and techniques will allow students to explore group tactics such as grief, anger management, delinquency, and drug abuse as personal, interpersonal and social issues in an experiential mode. Each student will lead or co-lead a practice group in class.

SOC 104 The Family (3)

An exploration of the structure, functions, and challenges of the institution of the family from a cross-cultural perspective. The impact of the forces of social, political, religious and economic change on the structure of the family, and the multiple dynamics of intergenerational relationships will also be analyzed. Fieldwork required. A human rights course. GS-IIIIF, VI

SOC 105 Couples (3)

An integrated and ecological approach to the study of intimate relationships. The course focuses on the interaction between the biological, psychological, sociological, and environmental variables that can impact the relationship system. Attachment and

communication styles, distance regulation, and the impact of history and culture are addressed.

SOC 106 Introduction to Psychotherapy (3)

An introduction to the practice of psychotherapy for those going into counseling, psychotherapy, therapy or life coaching. The class introduces the field while giving some practical ideas and tools that can also be used by teachers, therapists, youth counselors and church counselors who will work directly with clients. A comparative survey of the principal theories in use today.

SOC 107 Anger Management (3)

This course will explore anger in our society, its management, mismanagement and responsive legislation. Anger Management Programs will be examined to learn varieties of and successful strategies and programs for anger reduction in the long-term. Students will develop an understanding of reactions to, and the consequences of repressed anger which may result in illness, child abuse, divorce or employment problems.

SOC 108 Substance Abuse Counseling (3)

This course discusses the nature of the counseling relationship with abusers and the importance of studying theories of counseling that apply to substance abuse. It will provide a basic understanding of the terminology, current approaches, and issues involved in working with abusers as therapists, counselors or law enforcement professionals. The motivation and behavior patterns of the drug/alcohol abuser will be examined in a broad social context.

SOC 109 Forensic Studies: Criminalistics (3)

The examination of theories and techniques associated with the recognition, collection and analysis of physical evidence from the context of a crime scene. The course will enable students to use the physical and social environment to provide information for use by the criminal justice system. A human rights course. *Prerequisite: SOC 1.*

SOC 110 Juvenile Delinquency (3)

An examination of the theories and concepts applied to deviance and social disorganization as it manifests itself among the juvenile population. Topics include contemporary gang culture and other issues of youths at risk. Fieldwork required. A human rights course. *Prerequisite: SOC 1.*

SOC 111 Criminology (3)

The scientific application of the theories of crime and deviance, reflecting the structural and

environmental influences of contemporary American society. A human rights course. *Prerequisite: SOC 1.*

SOC 112 Medical Sociology (3)

An examination of contemporary social phenomena associated with health and illness and the dissemination of health care, both nationally and internationally. Analysis of regional, national and international data on the health status of a variety of populations will be examined. In addition, the intersection of health, healthcare delivery, demography, economic trends, and the swift pace of changing technology--both medical and non-medical--will be explored. Societal implications for the future will be discussed. Fieldwork required.

SOC 114 Corrections (3)

An exploration of the corrections system in the U.S. from its inception to the present day. Topics include prison and jail cultures, ethical issues related to incarceration, history of incarceration, and the different types of correction modalities to include institutional-based corrections. A study of the responsibilities of correction officers, probation officers, parole officers, and parole agents is included. A human rights course. *Prerequisite: SOC 1.*

SOC 115 Sociology of Violence (3)

This course will explore questions about the origins of violence in human society and the social processes that produce or inhibit violence. A focus will be on the social construction and social definition of violence in contemporary society. Also included is a study of the types of measurements used to report and study violence, including the perspective of victims, offenders, law enforcement agencies and agencies for violence prevention. A human rights course.

SOC 116 Criminal Justice (3)

The scientific study of crime, criminal law, and components of the criminal justice system, including police, courts, and corrections or those agencies whose goal it is to apprehend, convict, punish, or rehabilitate law violators. A human rights course.

SOC 117 Quantitative Research Methods (3)

An introduction to and application of quantitative methods used in social science research. A research project will be undertaken. Current computer applications used in research will be applied. A human rights course. *Prerequisite: SOC 1. GS-VIIA*

SOC 118 Qualitative Research Methods (3)

An introduction to qualitative methods used in social science research. Ethnographic methods such as observation, case studies, and interviewing techniques will be studied. *Prerequisites: SOC 1 and SOC 117.*

SOC 120 Case Management (3)

A study of the methods and practices utilized by health and human services case managers working in a variety of social service resource settings, such as hospitals, daycare centers, senior centers, non-profit outreach programs, and convalescent facilities. Fundamental business, management and social interaction skills will be highlighted. See GER 120.

SOC 121 Human Services Ethics (3)

An examination of the values, strategies, and skills that provide a framework for ethical decisions, ethical behaviors, and an ethical climate in the human services. The NASW Code of Ethics and social justice will provide the context for the professional development of social workers, site managers, and human services leaders.

SOC 124 Sociobiology (3)

The essential inquiry of this course is to explore what dimensions of the human condition are based on our genetic heritage versus our cultural heritage. Are phenomena such as prejudice, competition, aggression, altruism, heroism, and child-parent bonding an outcome of our biology or socialization? A comparative, evolutionary perspective will be applied in order to explore the intersection of culture and biology. *Prerequisite: SOC 1.*

SOC 125 Media Anthropology (3)

An ethnographic approach to understanding the cultural phenomena of the media as it relates to global media markets, technologies, industrial systems and human rights. The ways in which cultures interact with media technology—social networking, online gaming communities, video sharing—and the impact of the media on these communities will also be explored. A human rights course. **GS-VI** See FLM 125

SOC 127 Family Systems Theory and Violence (3)

The examination of the inter and intra generational dynamics in the family and how they impact each member as it relates to violence at the micro and macro levels.

SOC 128 Introduction to Social Work (3)

An introduction to the basic theories and practice in the field of social work. Course will

emphasize human diversity (including cultural, gender, age, SES, personality, geographic locale, and special populations such as victims of violence and the homeless), problem-solving and intervention modalities that can be used for individuals and families. Interactional processes between client and social worker will also be a major focus, along with assessment, planning, practice actions and evaluation methods.

SOC 129 Sociology of Gender (3)

This course explores gender differences in poverty, education, technology, employment, occupational status, leadership, physical and mental health, violence and incarceration, with a focus on women.

SOC 130 Organizational Communication (3)

At the macro and micro level the theories and techniques of interaction which drive professional and person relationships in formal and informal social structures will be studied.

SOC 131 Film and Social Justice (3)

Applying social science and social justice principles, an introduction to the significant social issues of our time as examined through film. The historical application of the documentary film as a means of advancing the cause of justice and equality in the human experience is explored. A human rights course. See FLM 131.

SOC 132 History of Film (3)

The purpose of the course is to examine and critically analyze film's history as a communication medium of culture, social trends, values and sentiments. The organizational, political, economic, and strategic dynamics involved in film as a creative expression; and, the production demands and constraints associated with it are also studied. See FLM 132.

SOC 133 Culture and Broadcasting (3)

A study of the intersection of mass culture, subculture, personal identity, musical expression, production and distribution. Studio processes, technical aspects, the economics and politics of production, icon development, social networking, opportunity structures, and presentation of self are also addressed. Carries a \$25 film lab fee. See FLM 133

SOC 134 Mediation and Negotiation (3)

The examination and practice of theory and skills required for formal and informal dialogue, understanding, or resolution of differences. Focus will be on student development of mediation and negotiation skills through

application of techniques to group, community, and interpersonal issues.

SOC 135 Mass Media (3)

An examination of popular mass media as a reflection, characterization, and interpretation of culture and society. In addition, the use of the mass media in politics, economics, social change, and religion will be explored. A focus on critical analysis of ongoing and emerging trends in television, film and music will be conducted. See FLM 135

SOC 136 Disney, Inc. and Mass Popular Culture (3)

The course analyzes the near-Orwellian influence that mass media can have on society. Utilizing Disney as an example, students will examine the power and influence of media conglomerates and their role in shaping and reinforcing social norms. Special emphasis is placed on examining how Disney movies reflect era-specific ideologies and social trends. See FLM 136.

SOC 138 Non-Profit Management Seminar (3)

This course will introduce managerial theories on leading non-profit organizations. The learning experience includes review of literature, class presentations and active sponsorship of service organizations. A service-learning project integrates theory with practice, requiring team cooperation, planning, and accountability. See GER 138/BUS 138

SOC 42/142 Women in Hollywood (3)

The role of women in film as creative artists and production executives, with a focus on the first half of the 20th Century, will be explored. The current status of women in film and television will also be examined, including the sociopolitical and economic dynamics in play today that influence their participation. See FLM 42/142.

SOC 145 Social Psychology (3)

Surveys the pervasive and invisible social forces acting upon individuals. Explores the cultural and familial interaction s facilitating the socialization of people. Provides a critical analysis of the known social influences or hindering individual development. See PSY 145.

SOC 146 Film Marketing (3)

The methods of film tracking and marketing, understood as a central aspect of film development and production, will be studied. Survey research, analysis of demographic

variables in film production, and the role of research across each step of the production process is examined. See FLM 146.

SOC 147AB Newscasting (3, 3)

The essentials of newscasting are introduced, including research, writing, videotaping, directing, performing in front of the camera, and producing a newscast. The class will create and produce web-based newscasts. Carries a \$25 film lab fee. See FLM 147AB

SOC 149 Cowboy Cinema (3)

The history of the Western film genre is central to the history of film and television, as well as American identity, culture and ethics. A survey of seminal works in this genre will be viewed and analyzed. The Mount film program's Robert Harrington Film Collection will be used in this course. See FLM 149.

SOC 150 History of Television (3)

The course will explore the evolutions of patterns of television content and viewing over time in the United States. This course will also examine how television has impacted society and how society has influenced television. See FLM 150.

SOC 151 History and Theory of Comedy (3)

As an important genre of film and television history, the theories, trends and elements of comedy are explored. See FLM 151.

SOC 154 Production Management (3)

Management skills, strategies, and practices necessary to bring a media project from conceptualization, through production to the marketplace. Discussion includes issues related to working with creative talent, directors, assistants, artistic teams, crew, and multiple other entities involved in the production process. See FLM 154

SOC 158 Heroes, Villains and Warriors (3)

The central place of action drama in Hollywood, both historically and contemporarily are explored. In addition, the social and psychological impact of action cinema is analyzed. See FLM 158.

SOC 160 Diversity in Society (3)

The study of the complexities and intricacies of what is meant by human diversity in a variety of manifestations. The influence, implications and intersections of race/ethnicity, gender, religion, political affiliation, education, occupation, family heritage, sex orientation, regionalism, and personal identity communities are examined. Discussion of multiple cultural

identity, intermarriage and cross-cultural communication is a recurring focus throughout the semester. A human rights course.

SOC 161 Dynamics of Majority-Minority Relations (3)

A study of the history and contemporary interactional dynamics among majority and minority groups within the United States and California. Analysis of the nature and manifestations of culture, adaptive strategies of culturally diverse populations, and the development of programs and practices that honor, motivate, and empower all segments of society will be explored. Examination of personal biases and identification of deficient knowledge in the area of cultural diversity and majority-minority relations is encouraged. A human rights course. GS-VI

SOC 162 Human Rights (3)

The examination of human rights from a contemporary global perspective. A range of topics will be explored, including poverty, nutrition, regional cultural conflict, environmental degradation, access to health care, housing, and other basic resources necessary for human survival. The intersection of religion, politics, economics, and culture will be emphasized.

SOC 163 Women's and Children's Human Rights (3)

An exploration of contemporary human rights issues with a focus on women and children, as they are encountered at the local, national, and global level. Topics include women's rights in prison, healthcare access, child labor, children at war, and spousal abuse. A human rights course.

SOC 164 Advocacy and Human Rights (3)

This course will expose students to various human rights issues that have a severe impact on humanity both in the United States and globally. They will explore the social structures and issues that influence human rights and critically analyze their intersections. The students will gain insight on how they can impact and create change in their respective communities as related to both domestic and international human rights, with a focus on domestic issues.

SOC 165 Historical and Contemporary Social Thought (3)

An overview of the historical roots, evolution, and contemporary manifestations of such social thoughts as social justice, individualism, social

responsibility, universalism, modernism and post-modernism, rationalization, democratization, tribalism, globalization, and scientific inquiry.

SOC 166 Sociological Theory (3)

A critical evaluation of major contemporary sociological theorists as representative of various schools of sociological inquiry. An analysis of social behavior through the application of sociological theory. *Prerequisite:* SOC 1.

SOC 167 U.S. Women of Color (3)

An analysis from a social justice perspective, of the historical, economic, legal, political and social implications for life experiences of U. S. women of color. With a focus on Latina, African-American, and Asian-Pacific Island women, the course will explore strategies for adaptation and acculturation, challenges to cultural identity, value systems, and social stratification.

SOC 168 People of Color in Film (3)

The historical and contemporary place of people of color in the film industry. This course examines the stereotyping, prejudice and discrimination that has taken place in film and television. See FLM 168.

SOC 171 Film Noir and the City (3)

Analysis of the Hollywood crime dramas of the 1940s and 1950s that feature cops, gangsters and femme fatales. The social context that reflected the darker times of the Depression, the tension of world war, urban sophistication, and the fight against evil will be explored as expressed and symbolized in this film genre. See FLM 171.

SOC 172 Crime, Deviance and Violence in Film (3)

An exploration of the intersection of film, the culture of fear, and the social construction and incidence of violence and deviance in society. The course will also examine the relationship between social norms, social change and this film genre. A human rights course. See FLM 172.

SOC 175 Urban Sociology (3)

An examination of the shift from rural to urban communities, the current conditions of a metropolitan lifestyle and the emergent dynamics of the global community. Applying theoretical approaches toward the understanding and resolution of urban dilemmas surrounding topics such as poverty, housing,

multi-ethnic populations, on a community and global level. A human rights course.

SOC 176 Field Work Experience (1-3)

An on-site experiential course designed to advance the understanding of community issues through participation in a civic project, in collaboration with a faculty member and a community organization. Prior consent of advisor required. *Prerequisite:* SOC 1. *May be taken more than one time for one-unit credit. May not repeat for 3-unit credit.*

SOC 177 Human Rights and Science Fiction (3)

Both historically and contemporarily, the film genre of science fiction has been utilized to expose and explore significant human rights topics. These will be examined and analyzed for their continued relevancy to human rights issues of our times. The Mount film program's Robert Harrington Film Collection will be used in this course. See FLM 177.

SOC 178 Suspense, Horror and Mayhem (3)

A comparative exploration and analysis of the culture of fear and sensationalism as expressed and visualized through themes of suspense, horror and Armageddon narratives, and how these genres reflect mass culture and influence individual and social behavior or act as agents of social change. See FLM 178.

SOC 179 A History of Romance (3)

This course will explore the evolution of romance films from the earliest years of the cinema to the present. The changing representation of gender, the ideal types of the male and female romantic role, and the major influence on social roles and expectations are examined. See FLM 179.

SOC 180 Social Stratification and Human Rights (3)

A study of the class system in the United States. This specifically includes an examination of stratification as it occurs by educational and occupational attainment, prestige, status, income, and power. Variations among these variables as mediated by race, age and gender will be explored.

SOC 182 Demographics (3)

This course focuses on demography, the study of populations. We will examine the causes and consequences of population change, both on a national and global scale. By exploring fertility, mortality, and migration rates, we will analyze how these factors impact health, distribution, composition, and labor markets in societies.

The course is comprised of lectures and class discussions, with a focus on current and potential policy. As well, students will be introduced to demographic databases and use mapping technology to develop practical skill sets. See GIS 182.

SOC 185 Human Rights and Global Development (3)

A study of the multiple interrelationships between political structure, political movements, socioeconomic development, environment, and global population change. From a global perspective, shifts in population composition, quality of life and resource management and availability, and how these societal conditions are influenced by such forces as political organization, international relations, religion, and environmental conditions, will be explored. Comparisons among these socioeconomic and political dimensions between developing and developed nation-states will be discussed, along with the possible implications of globalization for the United States.

SOC 186 Immigration and Human Rights (3)

An exploration of the complex intersection of immigration and human rights in the context of such topics as globalization, cross-border movement, quality of life, discrimination, the labor market and the law.

SOC 187 Environmental Studies (3)

A survey study of the relationship between the natural environment and human population demographic change, industrial development and urban life. Topics such as ecosystems, biodiversity, pollution, conservation, and natural resource use are examined. Concepts presented will be applied to the Southern California environment. A human rights course.

SOC 189 Gerontology (3)

A cross-cultural exploration of aging as experienced in the United States. Ageism, societal attitudes regarding the elderly, and responses to the aging process, both from the individual and social perspective, are examined. Cultural variation and responses to aging and the social, political, and economic implications of a rapidly expanding aging population in the U.S. and in many regions of the world, will be analyzed. Resource and service availability for the elderly--locally, regionally, and nationally--will also be assessed. Fieldwork required. A human rights course. See GER 189.

SOC 190 Social Change and Human Rights (3)

A study of the sociological theories of change from an historical and contemporary perspective. The influence of forces such as migration, population increase, advances in technology, ecological shifts, social movements, and political revolutions will be examined. Social justice implications of contemporary sociopolitical change will be a focus.

SOC 191 Social Movements (3)

An exploration of social movements as a cause of social change in society. A selection of social movements, both historical and contemporary will be studied, with an emphasis on reform movements and their reciprocal relation with social justice issues such as social class, healthcare, discrimination, political representation, etc. A human rights course.

SOC 192 Thanatology (3)

A multi-disciplinary and comparative examination of the cultural responses which have provided understanding, coping, and meaning for the death and dying process. The course focus will consist of historical and literary themes. See GER 192.

SOC 195 Sociology of Religion (3)

An examination of the universal psychosocial functions of the institution of religion and of the influence religion has played within the other social institutions, such as in the family, government, education, and economics, in the past and present. The contemporary societal challenges in which religion is involved will also be highlighted. Either GS-IIIF or VA4--but not both.

SOC 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program.

SOC 197AB Internship (6)

The application of the major's program of study through an internship experience. A minimum of 100 hours of on-site experience is required, along with practicum attendance and participation. Development of a professional portfolio is also required. Internship site is to be selected and mutually agreed upon by student and professor. Open to majors only and 197B to be taken in senior year of study.

SOC 198 Readings in Sociology (1-6)

Intensive and independent study in a field of special interest at the culmination of one's sociological work.

SOC 199 Special Studies (1-6)

A more advanced or specialized treatment in sociology.

Spanish Studies

DEPARTMENT AFFILIATION: LANGUAGE AND CULTURE

Spanish is the second most widely spoken language in the world and in the United States, and it is of particular importance in our state of California and other states. Complete proficiency of the language provides enormous leverage in all public and private sectors of the job market.

The department offers Majors, Emphasis, and Minors that lead to a proficiency in the four basic language skills: listening, speaking, reading, and writing. Incorporated into the program are the cultures, literatures, and civilizations of the Spanish speaking world.

Degrees:

Spanish Studies B.A. Major: 41units

Spanish Studies B.A. with Translation Emphasis: 35 units

Spanish Studies B.A. with Spanish Journalism Emphasis: 35

Spanish Studies Minor: 18 units

Chicano Studies Minor: 18 units

Interdepartmental Degrees:

A.A. Human Services for Bilingual Settings. See A.A. Human Services (Sociology).

B.A. Major in Spanish and Business Administration, as listed below.

Spanish Studies Major

Required Courses for the Spanish Studies Major: 41 units

All courses required for the Minor,

also known as Core Courses (18), plus 5 upper division courses in the department (15). A total of 14 lower division and 27 upper division in the department.

Students receive 8 Spanish language college units if they have a score of 4 or 5 in the College Board Spanish Language Advanced Placement Test.

Students who are Spanish speakers, and have been placed in SPA 3 or 3A after taking the MSMC Spanish Placement test, should take SPA 3A. Non-Spanish speakers should take SPA 3. *No credit will be awarded as a result of Placement Examinations.*

Majors and Minors must earn a grade of C or higher in the courses applied towards degree requirements. Grades of C- or lower must be repeated. Courses may be repeated one time.

Students are strongly encouraged to do double Majors or combine a Major and a Minor. Students are also strongly encouraged to spend a Junior semester abroad, for a maximum of 12 transferable units.

Majors must take at least 15 units in the department. Minors must take at least 12 units in the department.

Three courses can double count for both History and Spanish Studies degrees and can be taken interchangeably: SPA 44/144 and HIS 162, SPA 145 and HIS 165, and SPA 112 and HIS 113.

Prerequisites:

SPA 1 (4 units) & SPA 2 (4 units)

or

Language Fulfillment Alternative

(8)

Core Courses required for all Spanish Studies Majors and Minors:

SPA 3	Intermediate Spanish III	
or	or	(3)
SPA 3A	Accelerated Spanish III	
SPA 4	Intermediate Spanish IV	(3)
CUL 107	Theory & Practice of Culture	(3)
SPA 109	Writing Lab	(3)
SPA 112	Civilization & Culture of Spain	
or		(3)
SPA 44/144	Civilization & Culture of Latin America	
SPA	One additional upper division course	(3)
		(18)

Spanish Studies Major with Spanish Journalism Emphasis

Prerequisites: Spa 1 and Spa 2 (8 units) or Language Fulfillment Alternative

1. Core Courses required for Majors and Minors
Same Core Courses as above (18)

2. Additional courses required for the Spanish Journalism Emphasis		
SPA 110	Introduction to News Writing in Spanish	(3)
SPA 111	Reporting and News in Spanish	(3)
SPA 190A	Internship	(3)
Total: 27 units		

Spanish Studies Major with Translation Emphasis

Prerequisites: Spa 1 and Spa 2 (8 units) or Language Fulfillment Alternative

1. Core Courses required for Majors and Minors
Same Core Courses as above (18)

2. Additional courses required for the Spanish Emphasis in Translation

SPA 114A	Introduction to Translation/Interpretation	(3)
SPA 114B	Translation and Interpretation	(3)
SPA 190A	Internship	(3)
Total: 27units		

Spanish Studies Major with Chicano Studies Emphasis

Prerequisites: Spa 1 and Spa 2 (8 units) or Language Fulfillment Alternative

1. Core Courses required for Majors and Minors
Same Core Courses as above (18)

2. Additional courses required for the Spanish Emphasis in Chicano Studies		
SPA 145	Spanish Speaking People of the United States	(3)
SPA 150	Chicano/Latino Literature	(3)
SPA 190A	Internship	(3)
Total: 27 units		

Spanish Studies Minor

Prerequisites: Spa 1 and Spa 2 (8 units) or Language Fulfillment Alternative

Required Courses for the Spanish Studies Minor: 18 units

SPA 3	Intermediate Spanish III	
or		(3)
SPA 3A	Accelerated Intermediate	
SPA 4	Intermediate Spanish IV	(3)
CUL 107	Theory and Practice of Culture	(3)
SPA 109	Spanish Writing Lab	(3)
SPA 112	Spanish Civilization and Culture	(3)
or		
SPA 44/144	Latin American Civilization and Culture	
Plus 1 upper division course of the student's choice		(3)

Chicano Studies Minor

Prerequisites: Spa 1 and Spa 2 (8 units) or Language Fulfillment Alternative

Required Courses for the Chicano Studies Minor: 18 units

SPA 3 Intermediate Spanish III
or (3)
SPA 3A Accelerated Intermediate

SPA 4 Intermediate Spanish IV (3)

CUL 107 Theory and Practice of Culture (3)

SPA 109 Spanish Writing Lab (3)

SPA 144 Latin American Civilization and Culture (3)

SPA 145 Spanish Speaking People of the United States (3)

SPA 150 Chicano/Latino Literature (3)

SPA 190A Internship (3)

Interdepartmental Degrees

A.A. in Human Services for Bilingual Settings.

See A.A. Human Services (Collaboration with the Sociology Department)

Various courses including:

SPA 1 & 2 Elementary Spanish (4,4)

SPA 3A Accelerated Spanish (3)

SPA 4 Intermediate Spanish (3)

B.A. Degree with a Major in Spanish and Business Administration

(Collaboration with Business Administration).

Spanish Studies:

SPA 1 and Elementary Spanish I and II (4,4)
2 (or equivalent)

SPA 3 or Intermediate Spanish III and IV (3,3)
3A, and 4 (or equivalent)

Requirements:

SPA 107 Theory and Practice of Culture (3)

SPA 109 Spanish Writing Lab (3)

SPA 114A Translation/Interpretation (3)
or 114B

SPA 149 Business Communication and Culture (3)

SPA 144 Culture and Civilization of Latin America (3)

SPA 112 Culture and Civilization of Spain (3)

SPA 190A Internship (3)
or 190B

Choose 1 of the following:

BUS 189 International Management (3)

BUS 195 International Marketing (3)

ECO 195 International Economics (3)

BUS 181 Global Business (3)

Business Administration

Lower Division Requirements:

BUS 5 Business Law 1 (3)

BUS 15A Accounting Principles I (3)

BUS 15B Accounting Principles II (3)

BUS 21 Essentials of Bus Writng & Presentation (3)

ECO 1 Microeconomics (3)

ECO 2 Macroeconomics (3)

MTH 28 Math Analysis for Business (3)

MTH 38 Elements of Probability and Statistics (3)

PHI 92/192 Business Ethics (3)

Total: 27 lower division units in Business Administration

Upper Division Requirements:

BUS 122 Business Communications (3)

BUS 130 Principles of Finance (3)

BUS 160 Principles of Marketing (3)

BUS 177 Management Information Systems (3)

BUS 185 Principles of Management (3)

BUS 192 Business Policy and Strategy (3)

Total: 18 upper division units in Business Administration

Students with a major in Spanish and Business are strongly encouraged to do a Junior semester in Europe or Latin America.

Total units in Spanish and Business: 83

Spanish Studies Courses

SPA 1 Elementary Spanish I (4)

Develops the four fundamental skills of listening, speaking, reading, and writing. Emphasis on speaking and grammar. GS-IV

SPA 2 Elementary Spanish II (4)

Further develops the fundamental skills stressing reading and writing as well as vocabulary building. *Prerequisite: SPA 1 or equivalent.* GS-IV

SPA 3 Intermediate Spanish III (3)

This is the logical continuation of SPA 1 and SPA 2 for students who are not Spanish-speaking. Emphasis on conversation and oral comprehension. *Prerequisite: SPA 2 or equivalent.* GS-IV

SPA 3A Accelerated Spanish III (3)

This is a fast-track course for students who can communicate orally but need to improve in grammar, vocabulary, and spelling. The class is conducted in Spanish only and will focus primarily on grammar. *Prerequisite: Oral Test.* GS-IV

SPA 4 Intermediate Spanish IV (3)

Introduction to literature which underlines cultural diversity. *Prerequisite: SPA 3 or equivalent.* GS-IV, VI

SPA 27/127/227 Spanish for Health Professionals (3)

An introduction to medical vocabulary with emphasis on the process of communication, on medical vocabulary and role playing. *Prerequisite: Elementary knowledge of Spanish useful, but not required.*

SPA 33A Civilizations and Cultures of Spain (3)

A general view of historical, social, and cultural developments in Spain up to today. This course is given in English through the Weekend College only. GS-IV

SPA 33B Civilizations and Cultures of Hispanic America (3)

An introduction to the Civilizations and Cultures of Hispanic America with emphasis on their artistic and literary masterpieces. Cultural differences and similarities will be stressed. This course is given in English through the Weekend College only. GS-IV, VI

SPA 44/144/244 Hispanic Civilizations and Cultures (3)

A background course for the study of the arts and literature of Hispanic America, focusing on

historical, social, and cultural developments. Emphasis on cultural differences and similarities. GS-VI (HIS 162)

SPA 107 Theory and Practice of Culture (3)

The course addresses the growing domestic and global necessity for understanding and communication across cultural boundaries. This is a theoretical and practical approach to understanding cultural differences as well as similarities. It is taught in English.

SPA 109 Spanish Writing Lab (3)

Intensive training in writing, with emphasis on vocabulary, idiom, structural patterns, and style. Exercises in rhetoric, in creative and non creative forms of writing.

SPA 110 Chicano & Other Hispanic Literature in the U.S. (3)

The focus will be on Chicano writers and other authors from Cuba and the Caribbean, Puerto Rico, Central and South America writing in the United States.

SPA 112 History and Civilization of Spain (3)

An historical and cultural analysis of the civilization of Spain, and the development of its socio-political institutions up to this day.

SPA 114A Introduction

Translation/Interpretation (3)

This course is designed to introduce the basic concepts, theories and strategies for translation and interpretation from *Spanish to English*. Students will translate Spanish texts from various categories which may include legal, business, medical, social and literary. In addition, students will examine the best ways to handle idiomatic expressions, non-equivalents, tenses and other grammatical structures. *Prerequisite: Basic fluency in both languages.*

SPA 114A Translation/ Interpretation (3)

This course will continue to acquaint students with concepts, theories and strategies for translation at an advanced level. Focus will be placed on translation and interpretation from *English to Spanish*. Students will review the fundamentals of written Spanish grammar as prescribed in the latest revision of *La Real Academia Española* and make contrastive analysis between the source and the target language's written form. Translation of texts from individual student's field(s) of interest will include, but are not limited to, legal, business, medical, social and literary.

SPA 115/215 Applied Linguistics (3)

Modern descriptive linguistics and its application to teaching. Attention will be given to phonology, morphology, syntax, and other structural elements that apply to language learning.

SPA 125 Spanish Masterpieces (3)

A study of the masterpieces of Spanish literature with emphasis on themes and styles of works by Cervantes, Calderón, Feijoo, Zorilla, Galdós, Blasco Ibanez and others.

SPA 129 Cervantes (3)

A study of the most important shorter works of Cervantes meant to elucidate his thoughts and his continuing relevance for our time.

SPA 132 Studies in the Generation of 1898 (3)

The spirit of the Generation of '98 as reflected in the works of major representative authors.

SPA 135 Contemporary Spanish Literature (3)

Major trends of poetry, theater, and prose from 1898 to present. Intensive study of specific authors and critical analysis of selected works.

SPA 140 Contemporary Literature of Hispanic America (3)

A study of the most outstanding works by contemporary Hispanic and Spanish-American writers such as Octavio Paz, Carlos Fuentes, Vargas Llosa and Gabriel Garcia Marquez and others. GS-VI

SPA 145 Cultures of the Spanish-Speaking Peoples of the Americas (3)

Various historical and modern aspects of the cultures and their roles within the United States and California. Includes origins, values, communication and socialization systems, migration and immigration patterns, relationships with other cultures. *Prerequisite: Completion of SPA 1 & 2.*

SPA 146 Women in Hispanic Literature (3)

Major contemporary women writers in the literature of Hispanic America and Spain: women's view of life and culture. GS-VI

SPA 148 Films and Hispanic Literatures (3)

Analysis of main aesthetic, cultural, and philosophical questions in the Hispanic world as articulated in literature and films.

SPA 49/149 Business Communication and Culture (3)

An introduction to the forms, styles, usages and procedures followed in commercial

correspondence and business practices in the Spanish-speaking world. *Prerequisite: SPA 25 or instructor's consent.*

SPA 50/150 Chicano/Latino Literature (3)

This course will explore Chicano literature themes through different literary genres (short stories, novels, plays and essays), and the context that prompted the creation of these texts.

SPA 190AB Internship Program (3,3)

Internship program in areas related to the emphasis.

SPA 191 Senior Thesis (3)

A two-semester directed research project required for majors under the direction of a department faculty member. The topic of the thesis may be related to culture, literature or international business and must be approved by the department chairperson. Students must enroll in their thesis course no later than the first semester of their senior year.

SPA 194 Study/Travel (1-6)

Pre-travel lectures and readings, as well as guided tours in the country, serve as basis for a study/travel program, with each participant developing a project highlighting the travel experiences.

SPA 196H Senior Honors Thesis (3)

Open only to students admitted to the Honors Program,

SPA 198AB Directed Readings (3,3)

Directed readings selected from authors representative of significant literary periods.

SPA 199AB Independent Studies (1-3, 1-3)

Directed readings and research. For qualified students with the approval of the department.

Special Programs

A maximum of six non-required units in Special Programs (including Physical Education) may be applied to requirements of the Baccalaureate degree. A maximum of four non-required units in Special Programs (including Physical Education) may be applied to requirements of the Associate degree. Unless otherwise noted, special program classes are credit/no credit. Courses with an X designation are non-transferable to the Baccalaureate program.

Interdisciplinary Courses

INT 91AB Humanities: Los Angeles (1)

Study will focus on the early history of Los Angeles through study, readings, and field trips to historical points. (Credit/No Credit). Can be repeated for credit.

INT 93/193A/B Guided Experience in the Arts (1.5,1.5)

A. Explores the rich cultural opportunities of Los Angeles, and includes attendance at selected plays, concerts, and special art exhibits, including pre- and post-event discussion.

B. Continuation of 93/193A. To satisfy General Studies **GS-III A**, both the A and B segments must be successfully completed.

INT 95/195 Study/Travel: European History and Culture (1-6)

Seminars on the Fine Arts focusing on major European capitals of art, music and the theater, culminating in actual travel to at least two of these capitals. Open to all students with some background in the arts or consent of the instructor. **GS-III A**

INT 96A/B/C Culture, Race and Communication (1,1,1)

Study and interaction focused on culture and intercultural conflicts. Topics introduced include race and racism, stereotyping and prejudice, and understanding privilege. Emphasis on communication skills. Can be repeated for credit.

INT 194A Introduction to Drama and Dance (1)

Study will focus on an introduction to the performing arts using the concepts included in

the California State Frameworks and standards at a level appropriate for college study. Primary emphases will be placed on the study and appreciation of drama and dance.

Other Courses

SPR 11 Preparation for Nursing Entrance Exam (1-3)

May be repeated for credit.

SPR 12 Studies in Humanities (1-3)

May be repeated for credit.

SPR 13 Studies in Contemporary Society (1-3)

May be repeated for credit.

SPR 14 Independent Study (1-3)

May be repeated for credit.

SPR 15 Workshop (1-3)

May be repeated for credit.

SPR 18/118 Career Planning Seminar (1)

Assessment of one's needs, interests, skills, and values; application to decisions about work, leisure time, choice of major, and academic planning. Introduction to sources of career information and traditional and non-traditional search methods, with special emphasis on resume writing and interviewing skills. Required for Business Administration majors.

SPR 22X Mastering Academic Success (1)

An opportunity for students to learn and adopt concrete techniques and specific strategies for success in college.

SPR 23X Strategies for Academic Success (1)

The objective of this course is to empower students with academic skills necessary to return to acceptable academic standing during the current semester. The student will gain skills to enable her to self-assess and make appropriate adjustments in academic habits essential for long-term collegiate and professional success.

SPR 25 Scholar Mentor Seminar (1)

A survey of the issues and skills needed for successful peer tutoring. Emphasis is placed on understanding of tutoring principles and practices important for initiating a productive tutorial relationship. *Permission of instructor is required.*

SPR 25A Resident Assistant Seminar (1)

A more advanced course which is designed to develop leadership skills. Special attention is

paid to self-understanding, program presentation and problem solving. *Permission of instructor is required.*

SPR 26 Student Advocate Class (1)

This class is designed to introduce student leaders to skills necessary to be effective student advocates. Topics of discussion include group dynamics, confidentiality, networking, and interpersonal communication skills. Special attention is focused on the complexities of responding to counseling situations encountered in their day to day work. *Permission of instructor is required.*

SPR 27/127 Student Health Advocate (1)

This course is designed to assist the student in the development of skills effective in health promotion. The student will be guided through a selection of a health-related subjects pertinent to the college or community population; development of a plan to design and deliver the information through selected media; and, evaluation of the project outcomes. *Permission of instructor is required.*

SPR 51X College Skills: Reading (1)

A course designed to address the vocabulary, speech, and comprehension skills required to meet the demands of college classes. (Graded)

SPR 53X College Skills: Writing (1-3)

A course designed to address writing skills to meet the college proficiency writing requirement. (Cr/NC)

SPR 55X Reading Development (3)

A course designed to strengthen reading skills with an emphasis on the SQ3R method. It includes vocabulary development through the study of structural analysis and context clues and the reading and discussion of selected imaginative and expository pieces. (Graded)

SPR 56X College Skills: Mathematics (1)

A course designed to address the basic math skills in addition, subtraction, multiplication and division of whole numbers, fractions, and decimals. (Cr/NC)

SPR 57X Basic Mathematics (3)

A skills course in fundamental processes of arithmetic designed to develop both accuracy and speed in addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals. (Graded) Does not fulfill AA Liberal Arts math requirement.

SPR 60A Social Action (1-3)

A multi-faceted community action program geared to help people in need. Approximately fifteen hours of volunteer work under supervision in an approved agency or center and a weekly seminar required. May be repeated for credit. Fulfills outreach requirement which may also be fulfilled by fieldwork or clinical experience required by specific majors, or by successful completion of a service learning (SL) course.

SPR 70 Careers in Health (1)

A course designed to explore selected careers in health. Gives the student an opportunity to develop career goals related to individual interest and skills. Required for AA. Pre-health majors. (Graded)

SPR 71X Preparation for Nursing (1)

Introduces cognitive skills and learned behaviors required for the professional nursing role. Practice and development of communication skills, word and reading comprehension, math calculations, test-taking skills, and time management. Recommended for students preparing for the Baccalaureate nursing program. Does not fulfill the requirement for NUR 42A, Fundamentals of Nursing and credit does not apply toward the Baccalaureate degree. *Prerequisite: Declared nursing major and success in required courses.*

SPR 72 Career Exploration (1)

Designed to allow students with undeclared majors or those considering a change of major to explore educational and career options. Using various assessment tools and exercises students will examine their talents, skills, interests and values as they relate to determining major and career choices. Emphasis placed on the decision-making process in regards to choosing appropriate major and career goals. Resume and cover letter writing as well as interviewing skills will be discussed. (Graded)

SPR 85 Introduction to College Studies (1)

This course, coordinated by the Division of Student Affairs, is designed to assist new students in successfully transitioning into Mount St. Mary's College. Faculty members conduct this class in a seminar format and address the most common issues facing first-year students. Course topics may include time-management, effective utilization of college technology, self-care and stress management, academic planning, career planning and introduction to college resources. First-year students enroll in this course during the Fall

semester of their freshman year. SPR 85 is a required class for all students entering the College with less than 24 units. (Graded)

SPR 87 Technology Internship (0.5)

In this course, a student participates by assisting faculty and various academic and administrative departments in using technology effectively and efficiently. Students should have a reasonable understanding of computers prior to enrolling in this course. Under the direction of the Coordinator for Technology Mediated Instruction, students are given appropriate training and placed in areas of need and student interest, such as video conferencing, web page design and development, technology equipment distribution/set up. May be repeated for credit.

SPR 96X Summer Study Skills Workshop (1)

Workshop offered to incoming freshmen to review study skills and prepare for college level work in writing, reading, basic math, and studying the sciences.

SPR 99 Undergraduate Teaching Assistant (1)

After participation in an extended training seminar, undergraduate teaching assistants will support the faculty of SPR 85—Introduction to College Studies. Responsibilities may include facilitating class discussion, reviewing assignments, providing assistance, support and encouragement to first-year students, serving as a role model and engaging in out-of-class contact with students. Upon completion of the semester, the teaching assistant is required to submit a reflective journal. Enrollment is limited to students selected for this leadership position. *Permission of instructor is required.*

Speech

DEPARTMENT AFFILIATION: ENGLISH

Speech Courses

SPE 10 Introduction to Communication (2)

Introduction to basic principles of communication theory in both small and large groups together with practice in discussion and speech delivery. GS-IB

SPE 12 Business and Professional Communication (1)

Examination of the communication that occurs in corporations and professional settings with practice in interviewing, in group dynamics, and in public presentations typical of the world of work. GS-IB

SPE 91 Directed Study (1-3)

Study in a field of special interest in speech or drama, under the direction of a department member. May be repeated for credit.

SPE 92/192 Special Studies (1-3)

Exploration of special interests in speech communication or drama. May be repeated for credit.

SPE 96/196 Workshop (1-3)

May be repeated for credit.

Women's Studies

DEPARTMENT AFFILIATION: HISTORY AND POLITICAL SCIENCE

Women's Studies Minor

The minor in Women's Studies (WS) offers an interdisciplinary, cross-cultural and critical understanding of women and issues relating to gender including the practice of leadership. Courses focus on the intellectual, political and cultural life of women in a variety of social and historical contexts. The minor provides students with a strong theoretical and empirical background in understanding how gender and women's roles in society are shaped by factors such as race, class, ethnicity, culture and sexuality. The program emphasizes women as agents of social change through advocacy and policy making. The interdisciplinary nature of the minor exposes students to a diversity of approaches and views on gender and women's issues.

The Women's Studies program is well suited for students who are interested in pursuing advanced academic work in M.A. and Ph.D. programs, professional schools in law, business or medicine as well as for those students planning a career in public service, advocacy or social activism.

Women's Studies Curriculum

The Women's Studies minor consists of 18 total units, including WS 10 (Introduction to Women's Studies). Nine (9) of the remaining fifteen units must be at the upper division level, and at least two of the courses must be from two different departments. All courses that are counted towards the WS minor must be approved by the

Director of the Women's Studies program. Courses that emphasize leadership theory or practice are designated "LWS."

Requirements for the Minor

18 total units consisting of:

LWS 10 Introduction to Women's Studies (3)

The remaining 15 units will consist of the following courses that carry the Women's Studies course designation (Course descriptions can be found in the appropriate departmental sections of the catalog.):

LWS 1A	Leadership Concepts	(1)
WST 10	Introduction to Women's Studies	(3)
LWS 100	Leadership Studies	(3)
WST 191	Internship in Leadership	(3)
WST 196H	Senior Honors Thesis	(3)
ART 174	Women in Contemporary Art	(3)
BUS 140	Women's Issues in Business and Economics	(3)
ENG 27/127	Women in Quest	(3)
ENG 123	Women's Voices in Literature	(3)
ENG 129	Ethnic Literature of America	(3)
HIS 191	Major Issues in US Women's History	(3)
HIS 192	Women of Color in the US	(3)
HIS 186	Gender in American Life and Thought	(3)
NUR 182	Leadership and Management	(3)
PHI 170	Social and Political Philosophy	(3)
PHI 178	Philosophy of Women	(3)
PHI 179	Women and Values	(3)
POL 102	Women and the Law	(3)
POL 139	Women in International Politics	(3)
POL 147	Women and Development	(3)
PSY 110	Gender Issues in Psychology	(3)
PSY 139	Child Abuse and Family Violence	(3)
PSY 144	Psychology of Prejudice	(3)
PSY 175	Human Sexuality	(3)
PSY 186	Violence Against Women	(3)
RST 23	Spiritual Journeys of Women	(3)
RST 135	Women and Christianity	(3)
SOC 115	Sociology of Violence	(3)

SOC 160	Diversity in Society	(3)
SOC 161	Dynamics of Majority-Minority Relations	(3)
SOC 163	Women's and Children's Human Rights	(3)
SOC 164	Advocacy and Human Rights	(3)
SOC 191	Social Movements	(3)
SPA 146	Women in Hispanic Literature	(3)

Women's Studies Courses

LWS 1A Leadership Concepts (1)

An introduction to key leadership issues and concepts, with special emphasis on the connection of self-awareness, self-development and the role of gender to the leadership process.

LWS 1C Orientation Leader Training Course (1)

This course seeks to facilitate learning opportunities and experiences that will provide students with the knowledge, attitudes, and skills necessary to become effective Orientation Leaders. Topics include public speaking, group facilitation, conflict management, and team leadership. Students will gain a thorough knowledge of college resources and services and develop an understanding of the college experience and the importance of Orientation in the transition of new students.

LWS 5 Leadership in Action (1)

The course will help students explore, participate, and reflect on applying leadership theories and models to real-life issues and problems. Students will expand on exploration of personal and team leadership and learn effective skills and strategies for turning their leadership knowledge into action.

WST 10 Introduction to Women's Studies (3)

Analyzes the theories, concepts and issues in Women's Studies. Emphasis is placed on leadership, social justice and agency. This course focuses on women's issues (both historical and contemporary) by examining how gender interacts with race, class, sexuality and ethnicity. Gender is applied to various forms of social organization in different societies such as work, health, education, mass communication/media, law and policy.

LWS 100 Leadership Studies (3)

A critical examination of the leadership process, including emerging approaches to leadership, the leaders and strategies for change. A special focus will be on the role of college students in the leadership process.

LWS 125 Applied Leadership (3)

An experience-oriented course involving the student's observation and some application of the principles of effective leadership. Weekly seminars integrate fieldwork with theories and models of community and civic leadership.

WST 191 Internship in Leadership (3)

Qualified students intern in nonprofit organizations, government offices, or businesses where women's needs and concerns are being addressed. Selected readings and a written analysis of issues and experiences are required. *Prerequisite: LWS 10.* Maximum 3 units may be applied towards LWS minor.

WST 196H Seniors Honors Thesis (3)

Open only to students admitted to the Honors Program.

Online Associate Degrees through Portmont College

Online Associate degrees will be offered starting Spring of 2013 available through Portmont College at Mount St. Mary's for Portmont students in an online format.

Degrees Offered

Associate of Arts with majors in:

Liberal Arts

Business Administration

Associate of Science with majors in:

Computer Science

Pre-Health Science

Students are governed by the catalog under which they enter Portmont College at Mount St. Mary's. If subsequent catalogs have changes in major or general studies requirements, which are in the students' favor, they may be substituted at the option of the student. Changes in College policies and procedures apply to all students.

Graduation with Honors (Associate in Arts and Science Degree)

Graduation with Honors shall be granted to a student who has earned the Associate in Arts degree and achieved a cumulative 3.5 grade point average at the end of term prior to the last term of attendance.

The student's grade point average will be calculated on the basis of grades earned at Portmont College at Mount St. Mary's, as well as college course credits and grades earned prior to the time of matriculation.

Courses completed at another institution after matriculation are not computed into the cumulative grade point average.

Students must meet the general education and major degree requirements of the catalog under which they matriculated. In addition to the degree requirements, students must follow the academic requirements, policies, and procedures in place in the current catalog. Such requirements include but are not limited to course prerequisites, minimum grades for transfer work, probation and dismissal requirements. For more information on policies and procedures refer to the Academic Information section of the catalog.

Online Associate in Arts and Science Degree Requirements

1. Completion of at least 60 semester credits with a grade point average of 2.0 (a C average) for all college work undertaken at Portmont College at Mount St. Mary's.
2. Completion of program requirements. (Listed under degree requirements.)
3. A maximum of five credits of SPR and PED combined may be applied to requirements for the Associate degree.
4. For the Associate degree, 24 semester credits must be completed during the last two semesters at Portmont College at Mount St. Mary's. Of these, a minimum of 12 semester credits must be in students' major and earned in regular course work.
5. The student must file a graduation application in the Registrar's Office by the end of the term prior to the term of completion.

Required General Studies Courses:**Communication Skills (6 credits):**

ENG 1A	Freshman English	(3)
ENG 1B	Freshman English	(3)

Arts and Sciences (9 credits):

At least one course must be taken from three of the following four categories for a minimum of 9 credits.

Art, Music, Literature:

ART 5	Fundamentals of Art	(3)
MUS 6M	Varieties of Music	(3)
ENG 15	Literature & Society	(3)

History, Contemporary Economics, Politics:

HIS 1A	Western Civilization I	(3)
HIS 1B	Western Civilization II	(3)
ECO 2	Macroeconomics	(3)

Natural, Physical Sciences:

BIO 5	Life Sciences	(3)
BIO 50A, L	Human Anatomy & Lab	(4)
BIO 50B, L	Human Physiology & Lab	(4)
PHS 1	Scientific Concepts	(3)

Social, Behavioral Sciences:

ECO 1	Microeconomics	(3)
PSY 1	General Psychology	(3)
SOC 1	Introduction to Sociology	(3)

Philosophy (3 credits):

PHI 10	Critical Thinking	(3)
PHI 21	Moral Values and Ethical Decisions	(3)

Religious Studies (3 credits):

RST 49	Biomedical Issues in Christian Ethics	(3)
RST 61	World Religions	(3)

Intro to College Studies (3 credits):

SPR 86A	Portmont College 101 – Ignition	(1)
SPR 86B	Portmont College 101 – Lift Off	(1)
SPR 86C	Portmont College 101 - Soar	(1)

Outreach (1 credit):

SPR 25	Scholar Mentor Seminar/Peer Tutoring	(1)
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Diversity (3 credits):

ART 5	Fundamentals of Art	(3)
MUS 6M	Varieties of Music	(3)
PHI 21	Moral Values and Ethical Decisions	(3)
RST 61	World Religions	(3)

Quantitative Literacy (3 credits):

MTH 10	Quantitative Reasoning and Mathematical Ideas	(3)
MTH 38	Elements of Probability and Statistics	(3)

**Specific general studies courses may be required by your major*

Online Associate in Arts with a major in Liberal Arts

The Associate in Arts degree with a major in Liberal Arts is designed for the student who wishes to explore various disciplines. At the completion of the Associate in Arts program, the student may pursue a major leading to a Baccalaureate degree in a chosen field and/or may enter a career which utilizes the benefits from this interdisciplinary program.

Required courses:

ENG 1A	Freshman English	(3)
ENG 1B	Freshman English	(3)
SPE 10	Intro to Communication	(2)
ART 5	Fundamentals of Art	(3)
OR		
MUS 6M	Varieties of Music	
ENG 15	Literature and Society	(3)
HIS 1A	Western Civilization I	(3)
HIS 1B	Western Civilization II	(3)
OR		
ECO 2	Macroeconomics	
PHS 1	Scientific Concepts	(3)
PSY 1	General Psychology	(3)

SOC 1	Introduction to Sociology	(3)
SPR 86A	Portmont College 101 – Ignition	(1)
SPR 86B	Portmont College 101 – Lift Off	(1)
SPR 86C	Portmont College 101 - Soar	(1)
SPR 25	Scholar Mentor Seminar/Peer Tutoring	(1)
RST 61	World Religions	(3)
PHI 10	Critical Thinking	(3)
PHI 21	Moral Values and Ethical Decisions	(3)
MTH 10	Quantitative Reasoning and Mathematical Ideas	(3)
OR		
MTH 38	Elements of Probability and Statistics	
PED 1	Fitness for Freshmen	(1)
SPA 1	Elementary Spanish I	(4)
SPA 2	Elementary Spanish II	(4)
CIS 1	Computers Processes and Applications	(3)
Elective Course		(3)

Total Credits: 60

Online Associate in Arts with a major in Business Administration

The Associate in Arts degree in Business Administration is a two-year program that provides students with a strong business background invaluable in the modern work environment. In addition, the Business Administration Program prepares students with the foundation necessary to successfully transfer to a four year business program. The courses in the A. A. Business Administration Program focus on business fundamentals commensurate with lower division instruction while also stressing the communication and critical thinking skills necessary to succeed and advance in a business career. General studies courses contribute to the broad based education of students which not

only makes them more attractive to employers, but exposes them to the spectrum of knowledge and ideas that are the mark of a liberal arts education.

Required Courses:

ENG 1A	Freshman English	(3)
ENG 1B	Freshman English	(3)
BUS 5	Business Law 1	(3)
ECO 2	Macroeconomics	(3)
PHS 1	Scientific Concepts	(3)
ECO 1	Microeconomics	(3)
PHI 10	Critical Thinking	(3)
PHI 92	Business Ethics	(3)
RST 61	World Religions	(3)
SPR 86A	Portmont College 101 – Ignition	(1)
SPR 86B	Portmont College 101 – Lift Off	(1)
SPR 86C	Portmont College 101 - Soar	(1)
SPR 25	Scholar Mentor Seminar/Peer Tutoring	(1)
BUS 16A	Accounting Principles 1	(4)
BUS 16B	Accounting Principles 2	(4)
MTH 28	Mathematical Analysis for Business	(3)

OR

MTH 38	Elements of Probability and Statistics	
BUS 4	Business Foundation and Analysis	(3)
BUS 21	Business Writing	(3)
BUS 185	Principles of Management	(3)
BUS 160	Principles of Marketing	(3)
BUS 175	Sales Management	(3)
BUS 184	Organizational Behavior	(3)

Total Credits: 60

Online Associate in Science with a major in Computer Science

The Associate in Science degree with an emphasis in Computer Science is designed to prepare a student to either transfer to a 4-year program in Computer Science or to enter the workforce with marketable skills to work in the information technology

field. Students will develop skills in computer programming, algorithms, data structures, and software engineering.

Required Courses:

ENG 1A	Freshman English	(3)
ENG 1B	Freshman English	(3)
ECO 2	Macroeconomics	(3)
PHS 1	Scientific Concepts	(3)
ECO 1	Microeconomics	(3)
PHI 21	Moral Values and Ethical Decisions	(3)
RST 61	World Religions	(3)
SPR 86A	Portmont College 101 – Ignition	(1)
SPR 86B	Portmont College 101 – Lift Off	(1)
SPR 86C	Portmont College 101 – Soar	(1)
SPR 25	Scholar Mentor Seminar/ Peer Tutoring	(1)
MTH 5A	Calculus 1	(4)
MTH 5B	Calculus 2	(4)
MTH 38	Elements of Probability and Statistics	(3)
CIS 5	Introduction to Computer Science and Programming I	(3)
CIS 10	Introduction to Computer Science and Programming II	(3)
MTH 135	Structure and Comparison of Programming Languages	(3)
CIS 15A	Introduction to Data Structures and Algorithms	(3)
CIS 15B	Algorithm Design and Analysis	(3)
CIS 50A	Software Engineering 1	(3)
CIS 50B	Software Engineering 2	(3)
MTH 5C	Calculus 3	(4)
OR		
CIS 60	Object-oriented programming	(3)
OR		
CIS 65	Applied Databases	(3)
OR		
CIS 70	Web Engineering	(3)
OR		
CIS 75	Data Mining and Predictive Modeling	(3)

Total Credits: 60

Online Associate in Science with a major in Pre-Health Science

The online Pre-Health Science Program is designed for students who wish to pursue studies which prepare them for a healthcare related profession. The Pre-Health Science Program provides the student with the opportunity to take general studies requirements and preparatory courses for programs in Nursing, Pre-Physical Therapy, Pre-Medical, Pre-Dental, Pre-Veterinarian, Pre-Pharmacy or other healthcare related programs. The program is designed to provide the student the opportunity to consider career alternatives. Students completing the Pre-Health Science Program requirements will receive an Associate in Science degree.

Required Courses:

ENG 1A	Freshman English	(3)
ENG 1B	Freshman English	(3)
SPE 10	Introduction to Communication	(2)
ART 5	Fundamentals of Art	(3)
OR		
MUS 6M	Varieties of Music	(3)
BIO 5	Life Sciences	(3)
BIO 50A,L	Human Anatomy & Lab	(4)
BIO 50B,L	Human Anatomy & Lab	(4)
BIO 3,L	General Microbiology & Lab	(4)
PHS 1	Scientific Concepts	(3)
CHE 1A,L	General Chemistry & Lab	(4)
PSY 1	General Psychology	(3)
SOC 1	Introduction to Sociology	(3)
PHI 21	Moral Values and Ethical Decisions	(3)
RST 49	Biomedical Issues in Ethics	(3)
SPR 86A	Portmont College 101 – Ignition	(1)
SPR 86B	Portmont College 101 – Lift Off	(1)
SPR 86C	Portmont College 101 – Soar	(1)
SPR 25	Scholar Mentor Seminar/Peer Tutoring	(1)
MTH 1	College Algebra and Trigonometry	(4)

SPR 70	Careers in Health	(1)
PSY 12	Developmental Psychology/Lifespan	(3)
BIO 112	Human Nutrition	(3)

Total Credits: 60

Course Descriptions

ART 5 Fundamentals of Art (3)

Illustrated lecture through the use of slides and videos on the development of art forms from around the world. History from earliest time periods through contemporary life. Various modes of painting, sculpture, architecture, and crafts will be studied. A few of the classes will be devoted to a hands-on exploration of some of these art forms.

BIO 3, L General Microbiology and Lab (4)

This is an introductory microbiology course that will cover the basic principles of microbial growth and metabolism, cellular morphology and structure, taxonomy, pathogenicity, immunity, and control. Course will focus on microorganisms as agents of disease and normal inhabitants of our environment. The laboratory complements BIO (3) lecture and will include techniques of isolation, cultivation and identification of bacteria. Laboratory 3 hrs. Graded. Prerequisite: concurrent enrollment in BIO 3 or completion of BIO 3 with a grade of C or better.

BIO 5 Life Sciences (3)

This course is an introduction to the biological sciences for non-major students or as a preparation for major students with emphases on cell biology and biodiversity. Topics include cell structure and function, metabolism and energy flow, cell division, inheritance and genetics, natural selection, and structure and functions of different living forms. The laboratory will illuminate these topics and provide opportunities for hands-on experiences. Lecture 2 hrs. Laboratory 2 hrs.

BIO 50A, L Human Anatomy and Lab (4)

The Laboratory complements BIO 50A lecture. Laboratory exercises are used to expand and clarify the concepts presented in lecture. These include microscopic reviews, dissections and other multiple teaching/learning media. Laboratory 3 hrs. Graded. Prerequisites: successful completion of a high school General Biology course and concurrent enrollment in

BIO 50A lecture or completion of BIO 50A with a grade of C or better.

BIO 50B, L Human Anatomy and Lab (4)

The laboratory complements BIO 50B lecture. Laboratory exercises include measurements of physiological activities from the molecular level to the whole organism. Laboratory 3 hrs. Graded. Prerequisites: a grade of C or above in BIO 50A lecture and laboratory and concurrent enrollment in BIO 50B lecture or completion of BIO 50B with a grade of C or better.

BIO 112 Human Nutrition (3)

A study of different nutrients with emphasis on nutritional requirements for health and prevention of chronic diseases which are major causes of death in the United States today. Topics include healthy lifestyle including daily meal planning, weight control and exercise, harmful effects of alcohol and drugs. Special needs during pregnancy and lactation, infancy and childhood, adulthood, and old age will also be considered. Lecture 3 hrs.

BUS 4 Business Foundations & Analysis (3)

An analytical survey of the principles and skills necessary for accounting, economics, marketing, finance, human resources, management, and government policies as they apply to business in the United States and globally. Through the course students develop a framework for analyzing business issues and develop critical thinking skills to solve organizational problems. This course will include an introduction of the case method.

BUS 5 Business Law 1 (3)

An introduction to the development of legal principles for business activity, as found in common law, statutory laws, and the Uniform Commercial Code. Use of case studies for practical applications. Introduction to legal reasoning and legal writing; concentration on contracts and their use throughout all business negotiations; introduction to issues of commercial liability and sales transactions.

BUS 16A Accounting Principles 1 (4)

Course emphasis is on the measurement, valuation, and the accumulation of accounting data. Topics include the accounting cycle through financial statements, accounting for merchandise, internal control, notes, bad debts, inventories and accounting for lived tangible and intangible assets. Focus is on the sole proprietorship. Faculty-guided lab experiences are provided for additional reinforcement of course concepts.

BUS 16B Accounting Principles 2 (4)

Course emphasis is on the measurement, valuation and the accumulation of accounting data. Topics include accounting for partnerships, corporations, bonds, cash flow statements, present value, annuities and financial statement analysis. Faculty guided experiences are provided for additional reinforcement of course concepts. Prerequisite: BUS 16A.

BUS 21 Business Writing (3)

This course develops the writing and communications skills needed for success in business with an emphasis on basic mechanics, formatting, and persuasive techniques. The course focuses on practical experience writing business reports, letters, memoranda, executive summaries, proposals, and presentations as well as reading comprehension, the cornerstone of clear writing.

BUS 184 Organizational Behavior (3)

This course brings the insights into human behavior in organizations brought forth by psychology and sociology and centers them on their implications for business organizations. Issues pursued in this course include group dynamics, communications, motivation, leadership, and decision making as well as organizational design, culture, development and change. The discipline of organizational behavior is unique in its combined goals of seeking organizational success while advocating employee empowerment.

BUS 185 Principles of Management (3)

This course discusses the four principal functions of management: planning, organization, leadership and control, including quality control, managing cultural diversity, motivation and other leadership issues, decision making, group communication and organization. Case studies explore these topics within the context of business ethics and corporate responsibility to the community. Prerequisite: BUS 4

BUS 160 Principles of Marketing (3)

This course is designed to introduce students to the fundamentals of marketing. Through this course, (a) the foundations of marketing will be explored--product issues, pricing decisions, distribution channels and promotional strategies; (b) the users of marketing will be identified; (c) the role of marketing in the organization and society will be examined; (d) marketing objectives, tools and resources will be assessed; and (e) components of strong

marketing strategy will be evaluated. Prerequisite: BUS 4.

BUS 175 Sales Management (3)

This course explores the function of sales and the relationship to the overall marketing program. Topics considered include setting sales objectives, formulation of sales strategy, development of a sales organization, selecting and working with distributors and dealers, measurement of salesmen's performance, evaluation of sales management performance, control of sales operations, and integration of sales and other marketing activities. Prerequisite: BUS 160.

CHE 1A, L General Chemistry and Lab (4)

Atomic theory, atomic structure and the periodic table; molecular structure and bonding; structure and properties of solids, liquids, and gases; kinetic theory and colligative properties. Lecture, three hours; discussion, one hour. Prerequisites: High school chemistry, three years of high school mathematics or grade of C or better in CHE 3 or PHS 1. The laboratory will complement the lecture and will include Quantitative techniques including gravimetric and volumetric analyses; qualitative techniques including isolation of compounds and descriptive chemistry of inorganic compounds. Laboratory 4 hrs. per week. Prerequisite: Concurrent enrollment in CHE 1A (recommended) or completion of CHE 1A with a grade of C or better.

CIS 1 Computer Processes and Applications (3)

Description of the computer and its logical structure and functioning including hardware (processors, storage, and communications), networking, and levels of software. Introduction to BASIC programming languages and binary systems. Use of application programs for word processing, spreadsheets, databases, presentations, Internet, and e-mail.

CIS 5 Intro to Computer Science and Programming I (3)

The course focuses on computer science foundations, problem solving, basic data types, basic algorithms, and programming methodology. This class does not assume any prior programming experience. The goal of the course is to teach the student to program a computer (write code), to read code written by others, and to take a problem description and translate it into a computational problem (think algorithmically).

CIS 10 Intro to Computer Science and Programming II (3)

Continued focus on computer science foundations and architecture, problem solving, abstract data types, algorithms, programming methodologies and web technologies. The goal of this course is to apply computer science principles to relevant problem sets. Prerequisite CIS 5.

CIS 15A Introduction to Data Structures and Algorithms (3)

Fundamentals of data structures and algorithms, including lists, queues, trees, graphs, hash tables, sorting, searching, and hashing.

CIS 15B Algorithm Design and Analysis (3)

Designing, writing and analyzing algorithms using various data structures. Asymptotic analysis of performance and analysis of space characteristics. Including algorithm design techniques. Prerequisite CIS 15A.

CIS 50A Software Engineering 1 (3)

Overview of software development methodologies as well as software development phases and activities. Description of techniques to improve software quality including: analyzing requirements, effective designs, unit test, static analysis and code inspections. Overview of development planning, risk analysis techniques, and effective use of metrics for reporting.

CIS 50B Software Engineering 2 (3)

Focuses on the process of designing, developing, and maintaining real world software applications. Students will work in teams on developing a complex software system over the course of the semester.

CIS 60 Object-oriented programming (3)

Study of object-oriented design and programming to solve problems. Topics include classes, inheritance, polymorphism, design notations, development environments, and a survey of languages.

CIS 65 Applied Databases (3)

Examination of file organizations and file access methods. Studies various data models including relational, hierarchical, network, and object-oriented. Emphasis given to the relational data model. SQL, the data definition and manipulation language for relational databases, is described.

CIS 70 Web engineering (3)

Organization of and access to information on the Internet. Design, creation and publication of

interactive web pages with HTML, multimedia, animated custom graphics, applets and JavaScript programming. Ethical issues, including security and privacy on the World Wide Web.

CIS 75 Data Mining and Predictive Modeling (3)

Techniques for discovering hidden patterns in data generated by businesses, science, web, and other sources. Focus is on the key tasks of data mining, including data preparation, classification, clustering, association rule mining, and evaluation.

ECO 1 Microeconomics (3)

An exploration of the economic affairs of industries and the individual business firm. This course introduces the price system, the law of supply and demand and economic analysis of individual markets such as labor or international trade.

ECO 2 Macroeconomics (3)

An introductory analysis of the aggregate economic system. This course discusses methods of recording and determining gross national product, employment, price stability, fiscal and monetary policy.

ENG 1A Freshman English (3)

Principles and practice of writing with attention to analytical reading. Includes discussion skills, library usage, research techniques, and an introduction to literature.

ENG 1B Freshman English (3)

Principles and practice of writing with attention to analytical reading. Includes discussion skills, library usage, research techniques, and an introduction to literature.

ENG 15 Literature and Society (3)

Examination of society's accomplishments and vexations in selected literary works that portray human striving in family, nation, and technological world. Pre-requisite: Need to successfully complete ENG 1A and ENG 1B with a grade of "C" or better.

HIS 1A Western Civilization I (3)

An historical study of the major elements in human heritage designed to introduce the student to the ideas, attitudes, and institutions basic to western civilization.

HIS 1B Western Civilization II (3)

An historical study of the major elements in human heritage designed to introduce the student to the ideas, attitudes, and institutions

basic to western civilization. Must successfully pass His 001A with a grade of "C" or better.

MTH 1 College Algebra and Trigonometry (4)

Set language and notation, real and complex numbers, fundamental operations, inequalities; polynomial, exponential, and trigonometric functions, and their graphs; De Moivre's theorem.

MTH 5A Calculus 1 (4)

Limits; continuity; derivatives of algebraic and transcendental functions with applications; antiderivatives; an introduction to the definite integral; the Fundamental Theorem of Calculus. Prerequisite: Three to four years of high school mathematics including trigonometry.

MTH 5B Calculus 2 (4)

Techniques of integration (including substitution and parts); numerical methods of integration; applications of the integral (including areas, and volumes); improper integrals; differential equations an introduction to parametric equations and polar coordinates. Prerequisite: Grade of C - or better in MTH 5A.

MTH 5C Calculus 3 (4)

Partial derivatives; multiple integrals; three-dimensional space; vectors in two- and three-dimensional space; vector calculus. Prerequisite: Grade of C or higher in MTH 5B or consent of instructor.

MTH 10 Quantitative Reasoning and Mathematical Ideas (3)

Ideas in mathematics chosen to emphasize problem-solving, decision-making, economic productivity and real-world applications. Topics include critical thinking, inductive reasoning, problem solving, numbers, finances, statistics, probability, geometry, algebra and exponential functions.

MTH 28 Mathematical Analysis for Business (3)

Topics in Algebra including solutions of systems of equations and inequalities; exponential and logarithmic functions; linear programming and mathematics of finance. Emphasis is placed on the application of mathematics to problems in business.

MTH 38 Elements of Probability and Statistics (3)

Elementary probability theory, properties of distributions, sampling, estimation, hypothesis testing, correlation

MTH 135 Structure & Comparison of Programming Languages (3)

Basic concepts of syntax and semantics. Comparison of syntax and semantics of selected programming languages, language design. How to evaluate a computer programming language. Prerequisites: MTH 5A, CIS 10, or consent of instructor.

MUS 6M Varieties of Music (3)

Beginning with an introduction to the world and language of music, this course explores the richness of the art of sound from varieties of avenues in order to heighten awareness, understanding and appreciation of this art. Emphasis on the diversity and stylistic development of music as it reflects the times and world cultures.

PED 1 Fitness for Freshmen (1)

Fight off the Freshmen Fifteen with this interactive class that is designed to address the specific physical activity and nutrition needs of freshmen as they transition to life in college. Students will participate in aerobic and resistance training activities as well as meal planning and nutrition logs. Students will learn to make lifestyle changes that will enhance their mental and physical health with the support of classmates and instructors.

PHI 10 Critical Thinking (3)

Students taking this course will learn reasoning techniques so they develop their skills at argumentation, spotting fallacious reasoning, examining uses of language, evaluating reasoning, examining assumptions, weighing evidence, determining credibility of witnesses, problem solving, decision-making, and applying critical thinking skills to moral reasoning, advertising, the media, and legal reasoning.

PHI 21 Moral Values and Ethical Decisions (3)

This course is an introduction to moral reasoning and ethical decision-making, with a focus on fundamental ethical theories. Using the different theories, we examine some major moral dilemmas we face (such as the death penalty, world hunger, environmental ethics, abortion, sexual morality, censorship).

PHI 92 Business Ethics (3)

A case study approach to business ethics and information technology. Using ethical theories, we will cover such moral dilemmas as affirmative action, electronic privacy, censorship and the Internet, and business practices (product liability, whistle blowing,

honesty, advertising) environmental concerns, global issues, corporate decision-making and responsibility.

PHS 1 Scientific Concepts (3)

This introductory course is designed to provide students with basic knowledge of the scientific principles that govern our environment. The primary emphasis is chemistry, including an overview of the properties of chemicals with a closer look at the atom, the elements, and chemical bonds and reactions. Also addressed are topics in Physics such as mechanics, heat and energy. This course will provide students with the foundation needed for continued study in the sciences and applied fields such as nursing.

PSY 1 General Psychology (3)

This course is an introduction to the study of mental processes and behavior. The course will survey major concepts, research findings, and practical applications of current research. The course focuses on questions such as: How do people change and grow from infancy to adulthood? How do we learn and remember best? How does biology influence behavior? How do our senses help us to interpret the world? How does personality work? How do other people affect our behavior? What does it mean to be "abnormal"?

PSY 12 Developmental Psychology/ Lifespan (3)

Introduction to human development from conception to death. Covers major theories of psychological growth, interactions between heredity and environment, and the physical, cognitive, and social domains of development in childhood, adolescence, and adulthood. Focuses on concepts and issues important in prenatal development, thinking and social relationships in childhood and adolescence, effective parenting, and personal growth through the lifespan. Prerequisite: PSY 1.

RST 49 Biomedical Issues in Ethics (3)

A study of issues and questions concerning the phenomenon of human life, the process of dying, and current developments in medicine and technology. Topics include reproductive technologies, genetic engineering, euthanasia, healthcare reform and clinical ethics.

RST 61 World Religions (3)

A survey of the largest religious traditions: includes Judaism, Islam, Christianity, Hinduism, and Buddhism. Other religions may be added (e.g., Confucian/Taoism at the

discretion of professor). This course focuses on the following: the religion's historical development, its sacred texts, essentials in its way of life, its spiritual life and arts, and distinctive truths about ultimate realities and the unique purpose of human life and afterlife hopes.

SOC 1 Intro to Sociology (3)

An introduction to the scientific study of human social behavior, including the foundational theories and the basic elements of social research. Viewing human life as inherently social, the social and environmental forces which influence and are influenced by personal experience, culture, and social arrangements, are examined. A human rights course.

SPA 1 Elementary Spanish I (4)

Develops the four fundamental skills of listening, speaking, reading, and writing. Emphasis on speaking and grammar.

SPA 2 Elementary Spanish II (4)

Further develops the fundamental skills stressing reading and writing as well as vocabulary building. Prerequisite: SPA 1 or equivalent.

SPE 10 Intro to Communication (2)

Introduction to basic principles of communication theory in both small and large groups together with practice in discussion and speech delivery.

SPR 25 Scholar Mentor Seminar / Peer Tutoring (1)

A survey of the issues and skills needed for successful peer tutoring. Emphasis is placed on understanding of tutoring principles and practices important for initiating a productive tutorial relationship. Permission of instructor is required.

SPR 70 Careers in Health (1)

A course designed to explore selected careers in health. Gives the student an opportunity to develop career goals related to individual interest and skills. Includes an introduction to medical terminology.

SPR 86ABC Portmont College 101 (1,1,1)

This course is designed to assist new students in successfully transitioning into Portmont's rigorous online and blended learning format. College Success specialists conduct this in-person intensive session. Course topics may include time-management, effective utilization of college technology, self-care and stress

management, academic planning, career planning and introduction to college resources.

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B.S., Mount St. Mary's College; M.N., University of California, Los Angeles; Ed.D., Pepperdine University

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B.A., M.A., California State University, Long Beach; M.A., Immaculate Heart College

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B.S., Loyola Marymount University; M.S.N.,
University of California, Los Angeles

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B.S., University of North Texas; M.S., Texas
Tech University; Ph.D., Texas Christian
University

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Accelerated Nursing Program
B.A. Wellesley College, MSN, Yale University
School of Nursing

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B.A., Duke University; Ph.D., University of
California, Los Angeles

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B.S., Pomona College; M.A., University of
Michigan; Ph.D., University of California,
Santa Barbara

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B.A., Mount St. Mary's College, Los Angeles;
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M.B.A., California State University,
Dominguez Hills

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Nursing
A.D.N., Moorpark College; B.S.N., University
of Phoenix; M.S.N, California State University,
Dominguez Hills

George E. Snow, Professor Emeritus of
Biological Sciences
B.A., Rockhurst College; M.A., Ph.D.,
University of Colorado, Boulder

Michele A. Starkey, Associate Professor in
Mathematics
B.A., Mount St. Mary's College; M.S.,
California State University, Long Beach

Eric Stemp, Professor of Physical Sciences
B.S., University of Denver; M.S., Ph.D.,
Northwestern University

Elizabeth Sturgeon, Associate Professor of
English
B.A., UC-Irvine; M.A. Northwestern
University; Ph.D., Northwestern University

Peter Tan, Associate Professor, Philosophy
B.S., University of Arizona; M.A., Boston
College

Julia Tang, Lecturer in Psychology
M.S.W., University of Southern California

Angela Taylor, Instructor, Nursing
B.S.N., Mount St. Mary's College; M.S.N.,
University of Phoenix

Diana Taylor, Associate Professor, Education
B.A., San Diego University; M.Ed., University
of LaVerne; Ph.D., Northern Arizona
University

Wendy Taylor, Associate Professor, Director,
Accelerated Nursing
B.S.N., M.S.N, Ph.D., Rush University College
of Nursing

Wanda Teays, Professor of Philosophy
B.A., California State University, Fullerton;
M.A., University of Alberta, Edmonton;
M.T.S., Harvard University; Ph.D., Concordia
University, Montreal, Quebec

Valerie Tegli, Associate Professor of Physical
Therapy
B.S., UCLA; M.P.T., Mount St. Mary's
College; D.P.T., Temple City College

Kelby Thwaites, Instructor, Film and Social
Justice
B.M., University of Arizona; M.F.A., Academy
of Art University

Shelly Tochluk, Associate Professor, Education
B.A., UCLA; M.A., Loyola Marymount Uni,
Lecturer in Art
B.F.A., Atlanta College of Art; M.F.A.,
University of the Arts, Philadelphia

Virginia Tong, Instructor, Nursing
B.A., Trinity College; M.S.N., Mount St.
Mary's College

Gregory Travis, Assistant Professor,
Psychology
A.B., Occidental College; M.S., University of
Southern California; Ph.D., University of
Southern California

Sharon A. Vairo, Professor Emerita of Nursing
B.S.N., Wayne State University; M.S.,
University of Colorado; D.N.Sc., University of
San Diego

Sister Kieran Vaughan, CSJ Professor of
Education
B.A., M.S., Mount St. Mary's College; Ed.D.,
University of California, Los Angeles

Marcos Villatoro, Professor, English
B.A., St. Ambrose University; M.A.,
University of Iowa; M.F.A. University of Iowa

Tom Walla, Lecturer, English Department
B.S., Xanier University; M.A., Northwestern
University

Elizabeth Wechsler, Instructor, Nursing
B.S., University of North Carolina, Chapel Hill;
M.S.N., California State University, Los
Angeles

Katherine Whitman, Associate Professor of
Business Administration
B.A., Mount St. Mary's College; M.A., UCLA;
Graduate Study, Temple University

Anne Wilcoxon, Professor Emerita of
Education
B.S., University of Oklahoma; M.A., George
Washington University; Ph.D., University of
California, Los Angeles

Sister Mary Williams, CSJ Professor Emerita of
English
B.A., College of St. Catherine; M.A., Ph.D.,
Stanford University

Marie Zeuthen, Professor Emerita of Biological
Sciences
B.S., Mount St. Mary's College; M.S., Ph.D.,
University of California, Los Angeles

Agencies/Affiliates

Teacher Preparation Programs Cooperating Schools

Anna Bing Arnold Child Care Center

Mount St. Mary's College Child
Development Center

Trade Tech Child Development Center
University of Southern California
School for Early Childhood Education

Ann Street School (LAUSD)

Arlington Heights School (LAUSD)

Bancroft Middle School (LAUSD)

Bell Gardens Intermediate (Montebello
USD)

Bella Vista School (Montebello USD)

Brockton Ave School (LAUSD)

Buford Elementary (Lennox SD)

Canfield School (LAUSD)

Dayton Heights Elementary (LAUSD)

Delores Huerta Elementary (Lennox
SD)

Eastmont Intermediate (Montebello
USD)

Esperanza School (LAUSD)

Franklin Elementary (Santa
Monica/Malibu USD)

Foshay Learning Center (LAUSD)

Granada Hills High School (LAUSD)

Grant Elementary (Santa
Monica/Malibu USD)

Hazeltine School (LAUSD)

Hubbard School (LAUSD)

Humphreys Math-Science Magnet
(LAUSD)

Jefferson Elementary (LENNOX SD)

Kenneth L. Moffett Elementary School
(Lennox SD)

La Merced Elementary (Montebello
USD)

Leo Politi School (LAUSD)

Lockwood Ave. School (LAUSD)

McArthur Park Primary Center
(LAUSD)

McKinley Elementary (Santa
Monica/Malibu USD)

Magnolia School (LAUSD)

Montebello High School (Montebello
USD)

New Heights Elementary (Charter)

Norwood School (LAUSD)

Overland School (LAUSD)

Plainview School (LAUSD)

Ramona School (LAUSD)

Roosevelt High School (LAUSD)

San Fernando Middle School
(LAUSD)

Sierra Madre Elementary School
(Pasadena USD)

Stevenson Middle School (LAUSD)

Roosevelt High School (LAUSD)

32nd Street Visual & Performing Arts
Magnet (LAUSD)

University High School (LAUSD)

Van Nuys High School (LAUSD)

West Vernon School (LAUSD)

Wilcox School (Montebello USD)

Wilmington Park School (LAUSD)

Applied Music Faculty

Piano: Nancy Fierro, Hyeja Chong
Ganahl, Ruth Goldin, Deborah How,
Beverly Serra-Brooks, Delores
Stevens, Chet Swiatkowski, Hak Soon
Hahn Swiatkowski.

Organ: William C. Beck, Frank
Brownstead, Harold Daugherty.

Voice: Nicole Baker, Martha Cowan,
Yvette Devereaux, Melodee
Fernandez, Gail Gordon, William
Hanrahan, Linda Sue Marks,
Agnieszka Noris, Sue Ann Pinner,
LeNore Porter, Seth Riggs, Joyce
Sweeney.

Harp: Dorothy Victor, Carolyn Sykes

Harpichord: Frederic Hammond.

Violin: Briana Ackerman, Franklyn
D'Antonio

Viola: Briana Ackerman, David
Stockhammer.

Cello: Gianna Abondolo, Janice Foy,
Rowena Hamill, Victor Sazer.

Bass: Nico Abondolo.

Flute: Deborah Avery, Susan
Greenberg, Salpy Kerkovian,

Oboe: Deborah Avery, David Sherr.

Clarinet: Deborah Avery, Kay Nevin,
David Sasaki.

Bassoon: John Campbell, Norman
Herzberg.

Saxophone: Milton Hall, David Sherr.

French Horn: Gale Robinson.

Trumpet: Kevin Brown, David
Searfoss.

Trombone: Miles Anderson.

Tuba: John Johnson.

Percussion: Linda Sue Marks, Thomas
D. Raney, Kenneth Watson.

Classical Guitar: Anthony Lupica,
Peter Zaferes.

Folk Guitar: Anthony Lupica, Peter
Zaferes

Nursing Department Cooperating Agencies

Accredited Home Health Service
Encino, CA 91316

Alhambra Retirement Community
Alhambra, CA 91803

Alta Med Health Service, Corporation
Los Angeles, CA 90040

Alta Med East Los Angeles
Los Angeles, CA 90033

Alta Med Golden Age ADHC
Tarzana, CA 91316

Alta Med Grand Plaza
Los Angeles, CA 90012

Alta Med Lincoln Heights
Lincoln Heights, CA 90031

Alta Med Rugby ADHC
Huntington Park, CA 90255

Alzheimers Association
Los Angeles, CA 90036

Arcadia Methodist Hospital
Arcadia, CA 91006

Assisted Home Recovery
North Hills, CA 91343

Babylon ADHC
Tarzana, CA 91356

Best-Care Southern California
Santa Monica, CA 90405

BHC Alhambra Hospital
Rosemead, CA 91770

Burbank Unified School District
Burbank, CA 91506

California State University, Dominguez
Hills
Carson, CA 90747

California State University, Fullerton
Fullerton, CA 92831

CALOSHA
Los Angeles, CA 90013

Cedars-Sinai Medical Center
Los Angeles, CA 90048

Cerritos College
Norwalk, CA 90650

Children's Hospital of LA
Los Angeles, CA 90027

Christ Lutheran Church School
Rancho Palos Verdes, CA 90275

Children's Hospital of Orange County
Orange, CA 92868

CHW: California Hospital
Los Angeles, CA 90015

CHW: St. John's Regional Medical Center
Oxnard, CA 93030

CHW: Glendale Memorial Hospital &
Health Center
Glendale, CA 91203

CHW: Northridge Hospital Medical Center
Northridge, CA 91328

CHW: San Bernardino
San Bernardino, CA 92411

CHW: St. Mary's Medical Center
Long Beach, CA 90262

City of Hope
Duarte, CA 91010

College of the Canyons
Santa Clarita, CA 91355

CSUN Student Health Center
Northridge, CA 91330

College Hospital
Cerritos, CA 90703

COPE Health Solutions
Los Angeles, CA 90007

Compton ADHC
Compton, CA 90221

Corinne Seeds University Elem. School /
UCLA,
Los Angeles, CA 90095-1619

County of San Luis Obispo
San Luis Obispo, 93401

CSU Los Angeles
Los Angeles, CA 90032

Culver City Unified School District
Culver City, CA 90230

Cypress College
Anaheim, CA 92801

Didi Hirsch
Culver City, CA 90230

Downey Regional Center
Downey, CA 90241

El Camino College
Torrance, CA 90506

Eilm ADHC
Carson, CA 90746

Encino Hospital Medical Center
Encino, CA 91436

Glendale 7th Day Adventist
Glendale, CA 91206

Glendale Community College
Glendale, CA 91238

Glendale Unified School District
Glendale, CA 91206

Golden West College
Huntington Beach, 92647

Good Samaritan Hospital
Los Angeles, CA 90017

Good Samaritan Home Health
Los Angeles, CA 90017

Graceful Senescence Adult Day Health
Care
Los Angeles, CA 90061

Harbor – UCLA Medical Center
Torrance, CA 90509-2910

Healthcare Partners Medical Group
Long Beach, CA 90806

Hoag Memorial Hospital
Newport Beach, CA 92658

Hollywood Sunset Free Clinic
Los Angeles, CA 90026

Hospice Partners of Southern California
Santa Monica, CA 90404

Huntington Memorial Hospital
Pasadena, CA 91105

Infinite Home Health Agency
Westlake Village, CA 91361

Kaiser Downey
Downey, CA 90242

Kaiser Harbor City
Harbor City, CA 90710

Kaiser Mental Health
Los Angeles, CA 90012

Kaiser Panorama City
Panorama City, CA 91402

Kaiser Senior Services
Los Angeles, CA 90010

Kaiser- Sunset
Los Angeles, CA 90027

Kaiser West LA
Los Angeles, CA 90034

Kaiser- Woodland Hills
Woodland Hills, CA 91365

Kaiser Anaheim
Anaheim, CA 92807

Kaiser Bakersfield
Bakersfield, CA 93309

Kaiser Baldwin Park
Baldwin Park, CA 91706

Kaiser Fontana
Fontana, CA 9233

Kaiser Metro Hospice
Los Angeles, CA 90010

Kaiser Mental Health Chinatown
California, CA 90012

Kaiser Pasadena
Pasadena, CA 91107

Kaiser Riverside
Riverside, CA 9250

Kaiser San Diego
San Diego, CA 92120

Kaiser Sunset Home
Los Angeles, CA 90027

The Kensington
Alhambra, CA 91803

Lake Elsinore Unified School District
Lake Elsinore, CA 92530

Lawndale Unified School District
Lawndale, CA 90260

Little Company of Mary Hospital
Torrance, CA 90503

Little Company of Mary Hospital
San Pedro, CA 90732

Linden Crest Surgery Center
Beverly Hills, CA 90212

Los Angeles Christian Health Centers
Los Angeles, CA 90013

Los Angeles City College
Los Angeles, CA 90029

Los Angeles County- USC Medical Center
Los Angeles, CA 90033

Los Angeles Department of Health
Services
Alhambra, CA 91803

Los Angeles Harbor College
Wilmington, CA 90744

Los Robles Employee Health
Thousand Oaks, CA 91360

Meadowbrook Manor
Los Angeles, CA 90066

Mission Hospital
Huntington Park, CA 90255

Moorpark JC
Moorpark, CA 93021

Mount St. Jacinto College
San Jacinto, CA 92583

National ADHC

Olive View Medical Center

Olympus ADHC

One Generation Adult Day Health Program
Van Nuys, CA 91406

OPICA

Pacific Alliance Medical Center

Partners for Healthy Kids
San Pedro, CA 90732

Partners In Care Foundation
San Fernando Valley, CA 91340

Partners In Care Foundation Los Angeles

Pasadena City College
Pasadena, CA 91106

Pasadena Unified School District
Pasadena, CA 91109

Presbyterian Intercommunity
La Mirada, CA 90638

Santa Monica College
Santa Monica, CA 90404

Presbyterian Intercommunity A Day Away
ADHC

Santa Monica / Malibu USD
Santa Monica, CA 90404-3891

Providence Holy Cross Medical Center
North Hollywood, CA 91605

Sierra Vista Regional Medical Center
San Luis Obispo, CA 93401

Providence Home Care and Hospice
Torrance, CA 90505

Silverlake Ingleside Hospital

Providence Little Company of Mary

Solheim Lutheran Home
Los Angeles, CA 90041

Providence St. Joseph Hospital of Burbank
Burbank, CA 91505

Southern California Orthopedic Institute
Medical Group
Van Nuys, CA 91405

Providence of St. Joseph Home Health

St. Francis Medical Center
Lynwood, CA 90262

Providence Home Health Trinity Care
Hospice

St. John of God Retirement Care Center
Los Angeles, CA 90018

Providence Tarzana Encino Regional
Medical Center
Encino, CA 91436

St. John's Health Center.
Santa Monica, CA 90404

Public Health Agency
Los Angeles, Alhambra, Inglewood,
Canoga, Van Nuys, Hollywood-Wilshire,
Antelope Valley, Central, Children's
Medical Services, Monrovia, Pomona,
South, Tucker, Whittier

St. Joseph Hospital of Orange
Orange, CA 92863

St. Vincent's Hospital
Los Angeles, CA 90057

Queens Care Health and Faith Partnership
Los Angeles, CA 90027

Torrance Memorial Medical Center
Torrance, CA 90505-5873

S. Mark Taper Foundation ADHC
Los Angeles, CA 90057

Universal Studios Hollywood
Universal City, CA 91608

Saddle Back College
Mission Viejo, CA 92692

UCLA Medical Center
Los Angeles, CA 90024

Santa Ana College
Santa Ana, CA 92706

UCLA Neuropsychiatric
Los Angeles, CA 90024-1759

Santa Barbara Cottage System
Santa Barbara, CA 93102

UCLA- Santa Monica
Santa Monica, CA 90404

USC University Hospital
Los Angeles, CA 90017

Valley Presbyterian
Van Nuys, CA 91409-9102

VA West Los Angeles Healthcare Center
(Greater Los Angeles Healthcare System)
Los Angeles, CA 90073

Ventura College
Ventura, CA 93003

Ventura Orthopedics

Vitas Hospice
Encino, CA

Vitas Hospice
San Gabriel, CA

Vitas Hospice
Torrance, CA

Western Medical Center
Santa Ana, CA 92705

Westside Children's Center
Culver City, CA 90230

Westside Regional Center
Culver City, CA 90230

West Coast University
North Hollywood, CA 91606

West Hills Hospital & Medical Center
West Hills, CA 91307

White Memorial Medical Center
Los Angeles, CA 90033

Physical Therapy Program: Clinical Affiliates

A Physical Therapy Alternative, Inc.
Santa Monica, CA 90404

Alameda County Medical Center
San Leandro, CA

Albert Einstein Medical Center
Philadelphia, PA 19141

Alhambra Hospital Rehab Center
Alhambra, CA 91801

Alvarado Medical Center/SDRI
San Diego, CA 92120

Anberry Rehab Hospital
Atwater, CA 95301

Ando & Aston Physical Therapy
Anaheim Hills, CA 92807

Bakersfield Memorial Hospital
Bakersfield, CA 93301

Body Basics Physical Therapy
Corona, CA 92882

California Pacific Medical Center
San Francisco, CA 94115

Carondelet St. Josephs's Hospital
Tucson, AZ 85711

Casa Colina Centers for Rehabilitation
Pomona, CA 91767

CCS-Contra Costa Co.
Alamo, CA 94507

CCS-Kern County
Bakersfield, CA 93305

CCS-Los Angeles Co.
El Monte, CA 91731

CCS-Orange: Regional Coordinator
Santa Ana, CA 92701

CCS-Riverside (Central Office)
Riverside, CA 92513

CCS-San Bernardino
Montclair, CA 91763

CCS-San Diego

San Diego, CA 92120	CPMC – Davies Campus	
CCS-San Luis Obispo	San Francisco, Ca 94114	
Oceano, CA 93445	CVMC/Intercommunity	Medical
CCS-San Rafael	Center	
San Rafael, CA 94903	Covina, CA 91722	
CCS-Ventura	Cypress Center	
Ventura, CA 93003	Pacific Palisades, CA 90272	
CCS-Ventura	Dagostino Physical Therapy	
Oxnard, CA 93036	Oceanside, CA 92056	
Cedars-Sinai Medical Center	Dominican Hospital	
Los Angeles, CA 90048	Santa Cruz, CA 95065	
Center IMT Los Angeles	Downey Regional Medical Center	
Los Angeles, CA 90045	Downey, CA 90241	
Centinela Hospital Medical Center	E & L Associates	
Inglewood, CA 90301	La Mesa, CA 91942	
Centre for Neuro Skills	Eden Medical Center	
Bakersfield, CA 93306	Castro Valley, CA 94546	
Children's Hospital Central California	Eisenhower Medical Center	
Madera, CA 93638	Rancho Mirage, CA 92270	
Children's Hospital Los Angeles	Elite Performance Physical Therapy	
Los Angeles, CA 90027	Newport Beach, CA 92660	
Children's Hospital of Orange County	Encino*/Tarzana Regional Medical	
Orange, CA 92868	Center	
City of Hope Medical Center	Encino, CA 91356	
Duarte, CA 91010	Enloe Medical Center/Rehab Center	
Coast Physical Therapy	Chico, CA 95926	
Oxnard, CA 93030	Felix Canout Rehab Services	
Coast PT & Sports Medicine	Los Angeles, CA 90057	
La Jolla, CA 92037	Fortanasce & Associates	
Cognitive Rehab Services	Arcadia, CA 91007	
Redondo Beach, CA 90278	Fountain Valley Regional Hospital &	
Community Hospital of Monterey	Medical Ctr.	
Peninsula	Fountain Valley, CA 92708	
Monterey, CA 93940	French Hospital Medical Center	
Community Memorial Hospital	San Luis Obispo, CA 93401	
Ventura, CA 93003	Garfield Medical Center/Tenet	
Continental Rehab Hospital	Monterey, CA 91754	
San Diego, CA 92103	Glendale Adventist Medical Center	
	Glendale, CA 91206	

Glendale Memorial Hospital
Glendale, CA 91204

Goleta Valley Cottage Hospital
Santa Barbara, CA 93111

Good Samaritan Hospital
Los Angeles, CA 90017

Good Samaritan Hospital
San Jose, CA 95124

Hairston & Daley PT
Santa Ana, CA 92705

Harbor-UCLA Medical Center
Torrance, CA 90509

Harborview Medical Center
Seattle, WA 98104

HealthCare Partners PT
Torrance, CA 90505

Henry Mayo Newhall Memorial
Hospital
Valencia, CA 91355

Hetrick Center
Middletown, PA 17057

Hoag Memorial Hospital Presbyterian
Newport Beach, CA 92658

Holy Spirit Hospital System
Camp Hill, PA 17011

Human Performance Center
Santa Barbara, CA 93105

Huntington Memorial Hospital
Pasadena, CA 91109

Joyner Sports Medicine
Harrisburg, PA 17111

Kaiser- Sunset
Los Angeles, CA 90027

Kaiser- West Los Angeles
Los Angeles, CA 90034

Kaiser- Woodland Hills
Woodland Hills, CA 91365

Kaiser Foundation Hospital
Honolulu, HI 96819

Kaiser Sunnyside Medical Center
Clackamas, OR 97015

Kapolani MC for Women & Children
Honolulu, HI 96826

Kate Grace Physical Therapy
San Diego, CA 92122

Kaweah Delta Health Care Center
Visalia, CA 93291

Kentfield Rehab Hospital
Kentfield, CA 94904

Kuakini Medical Center
Honolulu, HI 96817

La Palma Intercommunity Hospital
La Palma, CA 90623

LDS Hospital
Salt Lake City, UT 84143

Legacy Health System
Portland, OR 97209

Little Company of Mary Hospital
Torrance, CA 90503

Long Beach Memorial Medical Center
Long Beach, CA 90801

Los Robles Regional Med Center
Thousand Oaks, CA 91360

Magnolia Physical Therapy
Huntington Beach, CA 92646

Mariners Physical Therapy
Costa Mesa, CA 92626

Mercy Healthcare Sacramento
Sacramento, CA 95819

Mercy Healthcare Ventura Co
Oxnard, CA 93030

Mercy Hospital (Bakersfield)
Bakersfield, CA 93301

Mercy Medical Center
Redding, CA 96049

Methodist Hospital of South CA
Arcadia, CA 91007

MHS- Mercy General Hospital
Sacramento, CA 95819

Mills Health Center
San Mateo, CA 94401

Mills- Peninsula Med Center
Burlingame, CA 94010

Northridge Hospital Med Center
Northridge, CA 91328

Olive View-UCLA Med Center
Sylmar, CA 91342

Orthopedic Rehab Specialist
Los Angeles, CA 90007

Paulseth & Associates PT, Inc.
Los Angeles, CA 90067

Pediatric Therapy Network
Torrance, CA 90501

Physical Therapist Specialists, Inc.
Beverly Hills, CA 90211

PRN Ergonomics Services
Milpitas, CA 95035

Physiotherapy Associates
Hayward, CA 94541

Physiotherapy Associates
San Francisco, CA 94115

Physiotherapy Associates/ BAK
Burlingame, CA 94010

Pomona Valley Hospital Medical
Center
Pomona, CA 91767

Presbyterian Intercommunity Hospital
Whittier, CA 90602

Progressive PT
Tarzana, CA 91356

Providence Holy Cross Med Center
Mission Hills, CA 91346

Providence St. Joseph Med Center
Burbank, CA 91505

Rancho Los Amigos National Rehab
Center
Downey, CA 90242

Redlands Community Hospital
Redlands, CA 92373

Rehab Hospital of Nevada- Reno
Reno, NV 89520

Rehab Hospital of the Pacific
Honolulu, HI 96817

Rehab Institute of Santa Barbara
Santa Barbara, CA 93105

Rehab Institute of So California
Orange, CA 92866

Rehab Care Group, Inc.
St. Louis, MO 63105

Rehabilitation Management Services
Beverly Hills, CA 90211

Restor Physical Therapy
Mountain View, CA 90043

Robert H. Ballard Rehab Hospital-
CMS
San Bernardino, CA 92411

Saddleback Memorial Med Center
Laguna Hills, CA 92653

San Antonio Community Hospital
Upland, CA 91786

San Diego Hospital Association
San Diego, CA 92123

San Gabriel Valley Medical Center
Laguna Hills, CA 92653

San Pedro Peninsula Hospital
San Pedro, CA 90732

Santa Barbara Cottage Hospital
Santa Barbara, CA 93102

Santa Clara Valley Med Center
San Jose, CA 95128

Santa Monica UCLA Med Center
Santa Monica, CA 90404

Scripps Memorial Hospital
Chula Vista, CA 91910

Scripps Mercy Hospital
San Diego, CA 92130

Scripps-Shiley Sports & Health Center
La Jolla, CA 92037

Sharp Grossmont Hospital-Brier
La Mesa, CA 91942

Sharp Healthcare
San Diego, CA 92123

Sherman Oaks Hospital & Health
Center
Sherman Oaks, CA 91403

Shriners' Hospital for Children
Honolulu, HI 96826

Shriners' Hospital for Children
Los Angeles, CA 90020

Sierra Vista Hospital
San Luis Obispo, CA 93401

Simi Valley Hospital
Simi Valley, CA 93065

So. Bay Rehab/ Paradise Valley
Hospital
National City, CA 91950

Sports Medicine Institute
Orange, CA 92868

St. Bernardine Med Center
San Bernardino, CA 92404

St. Francis Medical Center
Lynwood, CA 90262

St. Francis Medical Center
Honolulu, HI 96817

St. John's Hospital & Health Center
Santa Monica, CA 90404

St. John's Pleasant Valley Hospital
Camarillo, CA 93010

St. John's Regional Medical Center
Oxnard, CA 93030

St. Joseph Hospital
Orange, CA 92868

St. Joseph's Hospital & Med Center
Phoenix, AZ 85013

St. Jude Med Center
Fullerton, CA 92635

St. Mary's Med Center Long Beach
Long Beach, CA 90813

St. Mary's Regional Med Center
Reno, NV 89520

St. Vincent's Med Center
Los Angeles, CA 90057

Stanford Hospital & Clinics
Stanford, CA 94305

Summerlin Hospital & Med Center
Morganville, NJ 07751

Terrio Therapy/ Fitness
Bakersfield, CA 93308

The Queens Med Center
Honolulu, HI 96813

Torrance Memorial Hospital
Torrance, CA 90509

Torrance Physical Therapy
Torrance, CA 90503

Tri-City Medical Center
Oceanside, CA 92056

Tuality Community Hospital
Hillsboro, OR 97123

Tustin Hospital Med Center
Tustin, CA 92680

Twin Oaks PT
San Marcos, CA 92078

UC Irvine Med Center
Orange, CA 92668

UCLA Rehab Services
Los Angeles, CA 90024

VA Med Center
Long Beach, CA 90822

VA Med Center
La Jolla, CA 92161

VA Med Center
Los Angeles, CA 90073

VA Palo Alto Health Care System
Palo Alto, CA 94303

Valley Presbyterian Hospital
Van Nuys, CA 91405

Washoe Med Center
Reno, NV 89502

Water PT Specialist
Venice, CA 90291

West Hills Reg Medical Center
West Hills, CA 91307

Westside Spine & Joint Rehab
Los Angeles, CA 90024

White Memorial Medical Center
Los Angeles, CA 90033

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